Alberta
Learning

Funding Manual for School Authorities 2001-2002 School Year

For School Jurisdictions,
Charter Schools,
Funded Private Schools and
Private ECS Operators

ALBERTA
LEARNING

Office of the Minister

Message from the Minister

I am pleased to provide you with the Funding Manual for School Authorities for the 2001/2002 school year. This manual outlines funding policy changes and some wording changes to improve the clarity and accuracy of funding policies.

I have authorized this Funding Manual for School Authorities for the use of school jurisdictions, charter schools, private schools, and private ECS operators in accessing funds available to school authorities in the 2001/2002 school year and the conditions and requirements that apply. It also explains the principles that Alberta Learning uses to provide fair and equitable funding to school authorities.

I encourage you to review the changes and direct any questions you may have to one of the contacts listed on page 2 of the Introduction section of the Funding Manual for School Authorities.

Best wishes for a successful 2001/2002 school year.

Sincerely,

Dr. Lyle Oberg
Minister of Learning

204 Legislature Building, Edmonton, Alberta, Canada T5K 2B6 Telephone 780/427-2025 Fax 780/427-5582

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FUNDING MANUAL
FOR SCHOOL AUTHORITIES
2001/2002
SCHOOL YEAR

This manual (except for Section 1C) is issued under authority of the following:

- School Act, Section 159.1
- Alberta School Foundation Fund Regulation (A.R. 250/96)
- Government Organization Act, Section 13
- School Grants Regulation (A.R. 72/95)

	AUG 0 1 2001
Authorized By	Date

SUMMARY OF SIGNIFICANT CHANGES FOR 2001/2002
FUNDING MANUAL for SCHOOL AUTHORITIES
FOR 2001/2002 SCHOOL YEAR

Basic Instruction Sections 1.A1 and 3.1

In keeping with the Private Schools Task Force recommendations, Designated Special Education Private Schools (DSEPS) must advise parents of the need to discuss their child's mild/moderate special needs eligibility and placement options with their resident board prior to enrolment in the DSEPS. This condition must be met in order to access full funding of $8,330 per student. If the parent does not consult with their resident board, the DSEPS will only be eligible for basic support funding of $5,115. Note: This condition is already effective for the 2000/2001 school year.

Form 94ED01.03 which identified students registered in Distance Learning courses is no longer required from school jurisdictions. Alberta Learning will now access this information directly from the Alberta Distance Learning Centre.

Severe Disabilities Section 1.A.2

Funding provided to school jurisdictions will now be based upon an established profile of the jurisdiction's students with severe disabilities. This profile reflects previous years numbers of students will severe disabilities, patterns of enrolment growth and projections for growth in the numbers of students with severe disabilities.

Institutional Programs Section 1.A.6

School jurisdictions providing an approved institution program may not claim severe disabilities funding for students with severe disabilities who reside in the institution. These students will be funded through Institutional Program Funding. Students with severe disabilities attending an institutional program on a day basis (i.e. not residing in the institution) are included in and funded through the school jurisdiction's severe disabilities funding profile.

Teacher Assistant Program Section 1.A.9

This funding has been extended for the 2001/2002 school year.

Home Education Sections 1.A.13 and 3.5

Additional funding is provided for home education students in grades 1 to 6 taking a full course load of ADLC courses where the total compulsory course costs exceed the 50% funding provided by the supervising board to the home education parents. This new funding will cover the difference between the total course costs and the 50% funding.

Growth and Density Section 1.A.15

This new funding is provided to address enrolment growth using two different funding formulas. One formula provides funding for jurisdictions experiencing growth within the school year. The other formula provides funding for individual schools who experience enrolment growth greater than 8% between two consecutive school years.

System Administration Section 1.B.2

The percentage used in the calculation of system administration is now based on the total FTE count for grades 1 to12 (rather than ECS to 12). This percentage will continue to be applied to all Basic Instruction funding, Plant Operation and Maintenance funding and Student Transportation funding for students in ECS to Grade 12.

Transportation Sections 1.B.4, 1.B.5, 1.B.6, 1.B.7, 2.6 and 2.7

The deadline for submission of transportation information has been changed to November 30, 2001.

Metro Urban Transportation Block Section 1.B.7

The 2001-2002 metro urban rate will be the same as the 2001-2002 Urban Transportation rate of $423 per eligible passenger. The basic block formula will continue as is until a new formula is developed and finalized. Each board will also receive a pro-rated portion of the additional $5 million for 2001-2002.

Capital Block Sections

Not included at this time. Sections are awaiting approval by Alberta Infrastructure. Once approved these sections will be posted on the web.

Portable Classrooms Section 2.2

New requests from ECS Operators for portable classrooms will no longer be considered. Existing agreements will continue as required.

ECS Program Unit Section 2.5

For children who started a program in the fall, the deadline for the submission of Program Unit Funding (PUF) applications has been changed to January 1, 2002. For children who enter a program after January 1, the deadline for the submission of a PUF application is May 1.

ECS Operators may claim special education consultation costs up to a maximum of $1,500 per child.

In some exceptional circumstances, program hours in excess of the 800 hour maximum may be approved based on the individual PUF child's needs.

ECS Plant Operations and Maintenance Section 2.10

The funding for the square footage component has been changed. This component now provides $456 for every 25 children or portion of 25 children (i.e. for a program of 35 children, the ECS operator will receive $456 for the first 25 children and an additional $456 for the remaining 10 children).

French Language Programs Section 4.1

The names of two categories of instruction involving French have been changed. French as a First Language has now been changed to Francophone Educations Programs and French Immersion Programs have been changed to Alternative French Language Programs.

Teacher Salary Enhancement Section 6.2

This new funding is provided for increases to salaries and benefits of certificated staff.

Payment Schedule Section 8.2

Commencing September 1, 2001, opted-out boards will receive a monthly advance on their ASFF payment from Alberta Learning and on their local education property tax requisition entitlement. Opted-out boards will then be required to re-pay the advance on their local education property tax requisition by the last banking day of the months of March, June, September and December.

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- Withdrawal of Teacher Services or Lockout

PURPOSE

This Manual will assist **school jurisdictions**, charter schools, **private ECS operators**, and **private schools** in accessing education funding from the province of Alberta.

School authorities should know and clearly understand the "General Conditions That Apply to Funding" listed in the Introduction to this Manual. These conditions have general applications and are used by Alberta Learning in determining the amount of funding and the system of payment.

PARTS OF THE MANUAL

Part 1 of the Manual applies only to **school jurisdictions**. The first section "Framework for Funding School Boards" provides an overview of the funding plan for **school jurisdictions** announced on February 1, 1995.

The sections entitled Instruction Block, Support Block and Capital Block outline the various types of funding that are available to **school jurisdictions**.

Part 2 and Part 4 outline the funding that is available to **school jurisdictions**, **private ECS operators**, and **funded private schools** that provide **Early Childhood Services programs** to **children**, and French language programs to students.

Part 3 applies only to **funded private schools** accredited by the **Minister**. These **schools** may be eligible to receive funding for basic instruction, students with severe disabilities, resident students of the government, home education, learning resources, and early literacy programs.

Part 5 outlines the funding available to **charter schools** approved by the **Minister**. Except for capital, funding for **charter schools** is the same as for **school jurisdictions**.

Part 6 outlines specific types of funding available to all school authorities. This includes funding for the Alberta Initiative for School Improvement, Teacher Salary Enhancement, and Supernet access.

Part 7 outlines specific types of inter-ministerial funding available for school authorities. This includes Student Health funding and Debt Retirement.

Part 8 describes the payment schedule and funding rates used by Alberta Learning to allocate funding to each type of **school authority**. Payment schedules and funding rates are provided for **school jurisdictions**, **private ECS operators** and **funded private schools**.

A Glossary of Terms is provided outlining definitions of terms used in the manual. Each term is printed in **bold face type** throughout the Manual and has a specific meaning for funding purposes.

FUNDING FORMAT

For ease of use, the following format is used throughout the Manual to describe each type of funding that may be available to school authorities:

PURPOSE - a short statement describing why the funding is provided.
CONDITIONS - the circumstances under which the funding is provided.
REQUIREMENTS - what school authorities must do to acquire funding.
CONSIDERATIONS - other information that might be useful to school authorities, e.g., how the amount of funding is calculated.

INFORMATION REQUIRED FOR FUNDING

Many types of funding are provided on the basis of student information the **school authority** has reported directly to Learning Information Exchange Services. Some funding will be dependent upon the **school authority** submitting a form to School Finance. All forms referred to in the manual are in the Forms section of the Funding Manual.

CONTACT ALBERTA LEARNING FOR ASSISTANCE

While Alberta Learning has made every effort to make the Manual clear and understandable, **school authorities** may require further information. For assistance from Alberta Learning, please refer to the following list of contacts and dial 310-0000 (for callers outside of Edmonton) then dial the area code and number of the person you are calling:

BRANCH	PHONE #	CONTACT
School Finance	780-427-2055	Mark Lalumiere Ken Poon Penny Clark
School Reporting	780-427-7235	Dale Fulford Wayne Braun
Budgets and Fiscal Analysis	780-427-2055	Gene Williams
Special Programs	780-422-6326	Rick Hayes Pat Cox
Learning Information Exchange Services	780-427-1111	Joe Reff

Field Services		
Zone 1	780-427-5394	Merla Bolender
Zone 2 and 3	780-427-9296	Carol McLean
Zone 4	780-427-5381	Loraine Steele
Zone 5	780-415-9312	Ken Robertson
Zone 6	780-427-5377	Michael Walter
French Language Services	780-427-2940	Gerard Bissonnette
Aboriginal Services	780-415-9300	Evelyn Good Striker
Governance and Program Delivery	780-427-7235	Valerie Keates
School Improvement	780-427-3160	Dick Meanwell
Alberta Infrastructure-Learning and Housing Facilities	780-422-0768 780-422-0623 780-297-4563	NORTH – Larry Wilson CENTRAL – Doug Ramsey SOUTH – Barry Day

These individuals may be contacted by e-mail by writing their first name, (.) dot, last name followed by @gov.ab.ca, (e.g., Penny.Clark@gov.ab.ca).

This Manual explains what funding is available to **school authorities** and how it can be obtained. The information in this Manual is not intended as a substitute for the Provincial statutes or regulations or for specific instructions or explanatory material issued by various branches of Alberta Learning.

Payment of funds is subject to the conditions and requirements specified in each section. General terms and conditions are listed below. The Manual user should become familiar with the conditions and requirements and ensure that they are met.

1. Unless otherwise specified, funding is for the current school year using the payment schedule and funding rates indicated in Part 8.

2. The **Minister** may determine the funding amount and the method by which that amount is determined. This determination may include a reduction in funding where a strike or lockout leads to cessation of services by teachers or other employees of a **school jurisdiction, charter school,** or **private ECS operator.**

3. Funding is provided to **school authorities** on the condition that government legislation, policy, and regulations are followed, and program goals and objectives specified by Alberta Learning are met, including:

    a) courses of study, education programs, amount of instruction time, instructional materials, and goals and standards prescribed, authorized, approved, or ordered by the **Minister** under Section 25(1) of the *School Act*;

    b) access to special education programs for students in need of special education as stated in Section 29 of the *School Act*; and

    c) requirements for funding contained in this Manual.

4. **School jurisdictions, charter schools, private ECS operators** or **funded private schools** applying for funding shall keep on file the documents and invoices required to support their claim for each type of program funding described in this Manual, **and** the following information:

    a) an eligible enrolment count as of September 30 of the current school year or if September 30 is not a **school** day, the enrolment count for the last **school** day in September;

    b) copies of current education or **transportation agreements**;

    c) a record of the daily attendance of each enrolled student;

   d) where attendance records are on computer, a hard (paper) copy of the daily attendance records of each enrolled student as of September 30, signed and dated by the principal or designate;

   e) where attendance records for high school students are on computer, a paper copy of the time table for each student as of September 30; and

   f) a list of **schools**, teachers and administrators involved in each program.

5. Alberta Learning shall reserve the right to request and review documentation to substantiate a claim for funding.

6. An adjustment may be made in a payment when an audit or monitoring by Alberta Learning indicates that:

   a) a **school authority** has received funding to which it was not entitled;

   b) a **school authority** has not received funding to which it is entitled; or

   c) a **school jurisdiction** has not complied with one or more of the "Limited Conditions of the Funding Framework" listed in "Framework for Funding School Boards" of this Manual.

7. Where an overpayment or an underpayment occurs, the **Minister** may authorize an adjustment in subsequent payments to the **school authority**.

8. When the Audited Financial Statements of a **school jurisdiction** indicate that a **board** has not complied with the "Limited Conditions of the Funding Framework" Alberta Learning will deduct from the **board's** general revenue allocation, the amount by which the **board's** expenditure exceeded the condition(s). This amount will be deducted from the payment that is made to the **school jurisdiction** immediately following certification of the **board's** non-compliance with the condition(s).

9. Payments in January, and subsequent payments shall be withheld from **private ECS operators** and **funded private schools** if the Audited Financial Statements or the Budget Report have not been submitted to School Reporting by the due date. When both forms have been submitted, payments will be released.

10. Payments may be withheld from **school jurisdictions, charter schools** and **funded private schools** that are late in submitting: the Audited Financial Statements, Budget Report, School Board Three-Year Education Plan, Annual Performance Report, or any other information requested or required by the **Minister** by the dates specified in the *School Act* and by Alberta Learning. Payments will be re-instated when the required information has been received by Alberta Learning.

11. **School jurisdictions**, **charter schools**, **private ECS operators** and **funded private schools** must develop, keep current, and implement written policies and procedures which are consistent with policies in sections 1 and 2 of the Policy, Regulations and Forms Manual.

12. **Early Childhood Services operators** who have received funding from Alberta Learning to provide an **ECS program** and have decided to cease operation may be required to return a portion of their operating surplus to the Provincial Treasurer.

13. The **Minister** may fund a **board**, other person, or organization for purposes related to the education of **children** in **Early Childhood Services Programs**, or students in **school** programs that are in addition to the funding provisions of this Manual.

14. A **school jurisdiction** or a **charter school** incurring a deficit because of unforeseen costs may borrow to meet current expenditures, without the permission of the Minister, if the total amount to be borrowed plus any amount owing under previous borrowings does not exceed the amount of the **school jurisdiction's** or **charter school's** accounts receivable as shown on its most recent Audited Financial Statement. If greater than the accounts receivable, the Minister's permission is required. Section 167(1), *School Act*

    A **school jurisdiction** or **charter school** which fails to balance its budget or develop a plan to recover its deficit over a period of three years, may be subject to an inquiry under Section 25.2 of the *School Act* and to the appointment of an official trustee under Section 25.3 to conduct the affairs of the **school jurisdiction** or **charter school**.

SUMMARY OF FUNDING APPLICATION FORMS

FORM NO.	FUNDING APPLICATION FORM	SENT OUT	BY	DUE BACK	TO
01AL1.A.1a	Junior High Courses taken by Senior High Students	August	SF	Upon Completion of Term/Course	SF
01AL1.A.1b	Report on Funded Students Attending First Nation Schools	August	SF	April 30	SF
01AL1.A.1c	Add, Modify, Delete form for Enrolments	August	SF	*	SF
01AL1.A.1.1	Form 21 Notice of Intent to Operate Outreach Programs		SP	May 31	SP
01AL1.A.4	Application for Enhanced Opportunity Projects	May	SF	July 30	SF
01AL1.A.5	Native Education Project – Letter of Intent	January	AS	April 1	AS
01AL1.A.6	Institutional Program – Budget - Final	August	SF	April 15 October 15	SF
01AL1.A.13a	Report of Jr. and Sr. High Home Education Students	August	SF	December 15 July 15	SF
01AL1.A.13b	Report of Additional ADLC Course Costs for Grades 1 to 6	August	SF	**	SF
01AL1.A.14	French First Language Upgrading	August	SF	December 15	SF
	Application for Rural Transportation	Electronic Submission	SF	November 30	SF
	Application Form Special Transportation and Boarding		SF	November 30	SF
	Application Form Urban Transportation		SF	November 30	SF
01AL2.4	Program Enhancement Project	May	SF	June 30	SF
01AL2.5a	2000/2001 Program Unit Funding Application	August	SF	February 1	SF
01AL2.5b	ECS Summary of Actual PUF Expenditures	June	SF	September 22	SF
01AL2.6	ECS Transportation	August	SF	November 30	SF
01AL3.1a	Private Schools - Report of Purchased ADLC Courses	August	SF	Upon completion of term/course	SF
01AL3.1b	Private Schools - Junior High courses taken by Senior High Students	August	SF	Upon completion of term/course	SF
01AL6.4a 01AL6.4b	Regional Consortium Statement of Revenue and Expenses Regional Consortium Statement of Financial Position	July	SF	November 30	SF
01AL7.2	Capital Loans Form	August	SF	October 22	SF

***After receiving your First RACERS data.**
****After a full course load has been purchased for the home ed student.**

IMPORTANT CUT-OFF DATES - 2001/2002 SCHOOL YEAR

	DEADLINE
Modifications to Enrolment and Transportation Information to School Finance	**April 30, 2002**
Enrolment Turnaround Reports to School Finance	**May 31, 2002**
CEU Modifications to Course/Marks Unit of LIES	
First Semester	**June 30, 2002**
First and Second Quarter	**June 30, 2002**
Remaining Terms of the School Year	**November 15, 2002**
CEU Turnaround Reports to School Finance	
First Semester	**July 31, 2002**
First and Second Quarter	**July 31, 2002**
Remaining Terms of the School Year	**December 22, 2002**

LEGEND:
AS = Aboriginal Services
LIES = Learning Information Exchange Services
SP = Special Programs
SF = School Finance

DOCUMENTS:

"Advisory Manual on Early Childhood Service for the Incorporated Non-Profit Society or Private School (1996)"

"Policy, Regulations and Forms Manual" - from the Alberta Learning website
To access the Manual, click on *ECS to Grade 12 Education* then under *What's New*, click on *Policy Manual Updates*.

The documents listed below are available from:

Alberta Learning
11160 – Jasper Ave.
EDMONTON, Alberta
T5K 0L2

"Charter School Handbook"	- contact:	Special Programs Branch (780) 422-6326
"Kindergarten Program Statement	- contact:	Curriculum Branch Jenny Bushrod (780-422-0624) (780) 427-2984
"Native Education in Alberta Schools (1987)"	- contact:	Aboriginal Services Branch (780) 415-9300
"ECS Program Unit Funding: A Handbook for ECS Operators"	- contact:	Special Programs Branch (780) 422-6326
"Special Education Funding: A Handbook of Guidelines"	- contact:	Special Programs Branch (780) 422-6326
"Student Health Partnership Planning Guide"	- contact:	Special Programs Branch (780) 422-6326
"School Capital Funding Manual"	- contact:	Alberta Infrastructure Learning and Housing Facilities Branch (780) 427-7924

For copies of "Alberta Statutes" referenced in this manual, contact:

Queen's Printer Bookstore
Main Floor, Park Plaza
10611 – 98 Avenue
EDMONTON, Alberta
T5K 2P7
(780) 427-4952

OR

Queen's Printer Bookstore
Main Floor, McDougall Centre
445 – 6 St. S.W.
Calgary, Alberta
T2P 4E8
(403) 297-6251

OR

For on-line access to the Statutes use <http://www.gov.ab.ca.qp>

Any out of town callers please dial (310-0000) to be connected toll free to any of the above numbers.

PURPOSE, PRINCIPLES AND FEATURES OF THE FUNDING FRAMEWORK

Purpose

The **Funding Framework** allocates the necessary financial resources to **school jurisdictions** so that they can provide a quality education that reflects the needs of students and those of our society. It is a funding system that distributes funds equitably, is flexible to accommodate local decision making, and is publicly accountable for the use of resources and the results achieved.

Principles

Public education is a commitment by the people of Alberta to all its **children**. The provision of public education is a provincial responsibility, one that is best discharged through a funding scheme which recognizes the right of all Alberta **children** to an equitable share of the province's resources in a universally accessible education system.

It is the responsibility of government to determine the mandate and goals of the education system, provide the necessary financial resources to achieve the goals, determine the desired level of performance, and report the results of the system's performance to the public on a regular basis. The province has delegated to school boards the responsibility to deliver education programs and provides funding for this purpose.

Principles:

1. Financial resources for education identified by the provincial government are to be allocated to **school jurisdictions** on a fair and equitable basis that recognizes the similarities and differences among students and school systems and the associated costs.

2. The level of funding provided reflects the government's commitment to the provision of opportunities for every student to meet the standards of the province's curriculum.

3. The framework for funding provides flexibility for **school jurisdictions** to plan and budget the delivery of education programs and services. **School jurisdictions** are accountable to the province and the public for their expenditures and results.

4. The province determines the education funding to school boards. School boards are responsible for the allocation of funding to **schools**.

Features

The funding framework for education ensures that every student receives a fair share of education resources and has fair access to a quality education. Every school board receives the same amount of funding per student for basic instruction. Additional funds are provided depending on a number of factors such as the incidence of students with severe disabilities, the sparsity of the student population, transportation needs, and other non-instructional costs.

The funding framework allocates funds to school boards using three blocks: the instruction block, the support block, and the capital block. The block allocations take into account a number of education programs and operations to ensure equitable funding allocations to all **school jurisdictions**.

The funding framework has fewer funding categories than previous funding systems, is straightforward to administer, and provides school boards with greater flexibility. Funding allocations are provided rather than expenditure directions. With the exception of limits on administrative expenditures and on re-allocations within and between blocks, school boards may allocate funds to reflect needs and delivery efficiencies, as long as program objectives have been met.

The funding framework facilitates school-based decision making and the involvement of principals, teachers, school support staff, and **parents** in deciding how education funds are expended in their **schools**. The provision that instruction funding follows students to the public and separate **schools** they attend, provides **parents** and students with greater choice of education programs. The choice of programs includes various learning environments for students, such as formal school setups, home education, outreach and institutional programs. In some locations, choices are also available for the regular program year or a multi-track program of **year round education**.

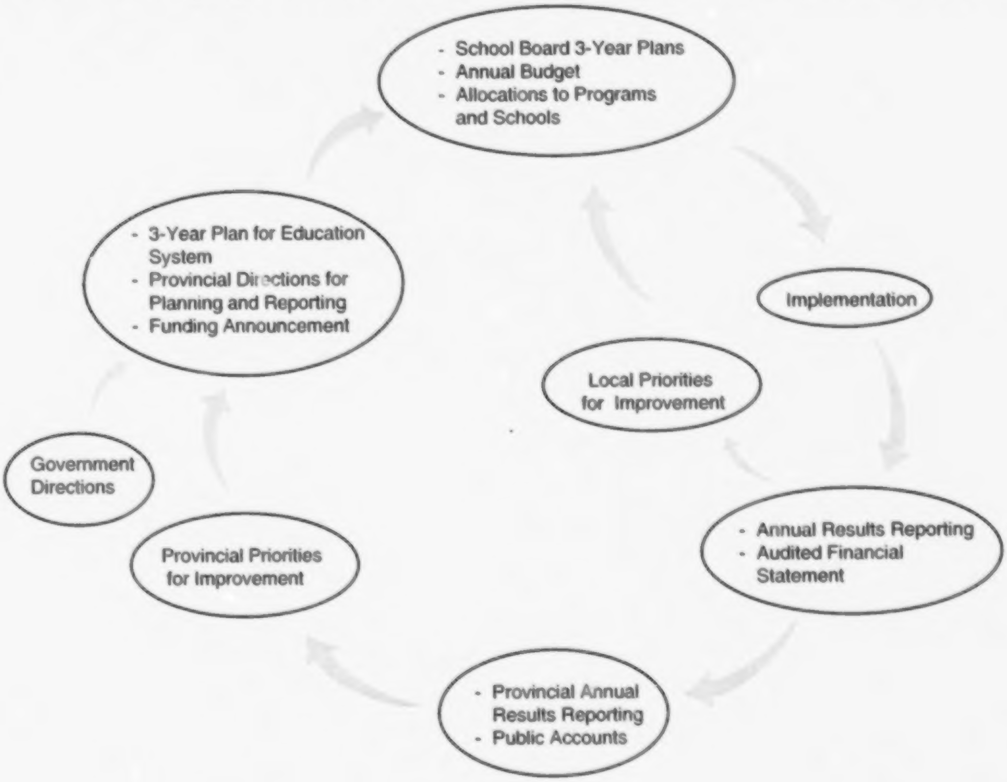
The decisions made by **school jurisdictions** on education programs and services will be reflected in school board education plans and budget forecasts and in the quality of education Alberta's students receive.

Alberta Learning, with the help of **school authorities**, will review the funding framework annually to streamline it further, and to provide more flexibility for decision making at the local level to meet local needs.

FUNDING FRAMEWORK AS PART OF A THREE-YEAR PLAN

The provincial **Three-Year Plan for Education** outlines directions to provide students the quality of education they need so that they can become self-reliant, responsible, caring, and contributing members of society. Within the provincial plan, four key elements are critical to helping **school jurisdictions** improve the education our children receive - School Board Three-Year Plans, the Funding Framework, School Jurisdiction Performance Reporting, and Evaluation and Audits. The provincial and school board planning, budgeting, assessing, reporting and improvement cycle shown below ensures that public funds are being used to achieve desired outcomes.

Accountability Cycle for Continuous Improvement in the Basic Learning System


- School Board 3-Year Plans
- Annual Budget
- Allocations to Programs and Schools
Implementation
Local Priorities for Improvement
- Annual Results Reporting
- Audited Financial Statement
- Provincial Annual Results Reporting
- Public Accounts
Provincial Priorities for Improvement
Government Directions
- 3-Year Plan for Education System
- Provincial Directions for Planning and Reporting
- Funding Announcement

A **School Board's Three-Year Plan** will contain the strategies to achieve local goals. It will outline how the provincial budget allocation to the **board** will be distributed to education programs and services, and provide the measures that will be used to evaluate and report on the success of education programs and the efficiency of administration.

FLEXIBILITY PROVIDED BY THE FUNDING FRAMEWORK

The funding framework provides school boards with the flexibility they need to operate effectively and efficiently in offering programs that satisfy the education needs of their students. It provides freedom for school boards to make decisions on how they deploy resources, which learning resources they use, and how they implement the various education programs they choose to offer.

The funding framework has been designed to provide school boards with the flexibility to expend funds within and between the instruction and support blocks as follows:

- funds can be transferred among the individual components of the instruction block subject to individual program goals being met;
- unlimited funds can be transferred from the support block to the instruction block;
- funds can be transferred between plant operations and maintenance and student transportation; and
- unlimited funds can be transferred from board governance and system administration to other programs.

The funding framework also provides school boards with flexibility to carry funding forward from one budget year to the next. School boards can budget for:

- operating reserves for instruction and support programs; and
- capital reserves for capital purposes other than school building projects such as vehicles and maintenance and transportation facilities.

LIMITED CONDITIONS OF THE FUNDING FRAMEWORK

The provisions in the *Framework for Funding School Boards in the 1997-98 School Year* apply to all public and separate school boards in the Province of Alberta.

School boards have considerable flexibility to allocate funding to meet local program needs, however, the following limited conditions apply:

- for plant operations and maintenance and student transportation, a transfer of funds from the instruction block will not exceed 2 per cent of the instruction block;

- for **board** and system administration, the maximum expenditure will be 4.0 to 6.0 per cent, depending on the size of the **school jurisdiction** as specified in the funding framework. System Administration funding will be calculated as a percentage of the instruction block (with some exclusions as outlined in section 1.B.2); plus plant operations and maintenance and transportation funding, and other revenue available to school boards that is permitted for this use by Alberta Learning; and,

- for capital, operating funds may not be transferred to the capital block for expenditures on school building projects.

When it is evident to Alberta Learning based on the **board's** Budget Report Form that the conditions in the funding framework have not been met, the **board** will be advised that its proposed expenditures exceed the conditions of the funding framework.

In the event that corrective action is not taken and when the Audited Financial Statement submitted by a school board indicates that the **board** has not complied with one or more of these funding framework conditions, Alberta Learning will deduct from the **board's** general revenue allocation, the amount by which the **board's** expenditures exceeded the condition. This amount will be deducted from that portion of the **board's** general revenue allocation in the payment that is made immediately following verification of the **board's** non-compliance with the condition.

FUNDING ALLOCATIONS

The funding framework provides an annual allocation of funds for each **school jurisdiction** in Alberta based on the funding conditions and requirements of this Manual.

The funding allocation a **school jurisdiction** receives from the government consists of all funding the **school jurisdiction** is eligible to claim in the instruction, support, and capital blocks.

The government provides school boards with their funding allocation from two sources of revenue:

- The Alberta School Foundation Fund (ASFF) provides payments on an equal amount per **eligible student** (1); and
- The General Revenue Fund (GRF) provides grants authorized by the **Minister**.

Alberta School Foundation Fund

The equal amount per **eligible student** from the Alberta School Foundation Fund is calculated by dividing the total requisition revenue collected by the province and opted out separate **school jurisdictions** by the total number of **eligible students**. All **school jurisdictions** will receive this dollar amount per **eligible student**. When a separate **school jurisdiction** has opted out of the ASFF and the local requisition per student is less than the ASFF payment per **eligible student**, the difference will be paid from the ASFF. If the local requisition is more than the ASFF payment per **eligible student**, the difference must be paid into the ASFF.

General Revenue Fund

In a school year a **school jurisdiction** will receive a grant from the General Revenue Fund of the province equal to its funding allocation less the payments it receives from the Alberta School Foundation Fund.

For example, a public **school jurisdiction** entitled to a funding allocation of $30 million and receiving $14 million in ASFF payments would be eligible for a grant of $16 million from the General Revenue Fund.

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1 For an opted out separate school board, the sum of the ASFF payment provided by the province and the tax revenue collected from the **board's** declared ratepayers would equal the ASFF payment the separate board would otherwise receive if that **board** participated fully in the ASFF.

Calculation of a Funding Allocation (An Example)

A funding allocation consists of all education revenue a **school jurisdiction** is eligible to receive in a school year from the province.

The following example illustrates how the funding allocation to a **school jurisdiction** is determined for instruction, support, and capital block funding.

Example

Characteristics of the School Jurisdiction:

Instruction	
Number of FTE and **eligible students**	10,000
Number of students with severe disabilities	
Behaviour	85
Other	40
Number of ECS **children**	1,000
Number of **home education students**	25
Number of students in grades 1 and 2	1,600
Number of students in grades 1 to 6	5,000
Support	
Instructional Area of Schools (Square Metres)	135,000
Number of **eligible transported students**	2,500
Number of eligible special passengers	125
Capital	
Capital debt support	$10,000,000
Building Quality Restoration Program	$720,000

On the following page, the funding allocation for the **school jurisdiction** is calculated using the above information and the funding rates in Part 8 of this Manual.

CALCULATION OF A FUNDING ALLOCATION (AN EXAMPLE) (For School Boards Participating in the Alberta School Foundation Fund and Separate School Boards Opted Out of the Alberta School Foundation Fund)

	CALCULATION	AMOUNT	
Instruction Block			
Basic Instruction	10,000 FTE @ $4,239	$42,390,000	
Special Instruction			
Severely Disabled:			
Behaviour	85 @ $10,885	925,225	
Other	40 @ $12,738	509,520	
Early Literacy	1,600 @ $220	352,000	
Teacher Assistants Program	5,000 @ $41.65	208,250	
Enhanced Opportunity Project	1 @ $15,000	15,000	
Early Childhood Services	1,000 @ $2,120	2,120,000	
Early Literacy	1,000 @ $39.60	39,600	
Home Education	25 @ $1,088	27,200	
TOTAL INSTRUCTION BLOCK ALLOCATION			**$46,586,795**
Support Block			
Operations and Maintenance[1]	500 ECS @ $453 + 10 000 FTE @ $453 plus 135 000 sq. M. @ $11.40 = 6,295,500 X 1.03	$6,484,365	
Student Transportation			
Basic	Urban 2500 @ $423	1,057,500	
Special Transportation	125 @ $2,251	281,375	
Board and System Administration	(Instructional Block Operations and Maintenance and Transportation 54,410,035 @ 4%)	2,176,401	
TOTAL SUPPORT BLOCK ALLOCATION			**$9,999,641**
TOTAL FUNDING[2]			**$56,586,436[3]**

[1] This jurisdiction is located 120 kilometres from Calgary and has a sparsity factor of 1.2 and would receive an additional 3 per cent in plant operations and maintenance.

[2] Total funding does not include other revenues available to school boards.

[3] Total funding comes from the following revenue sources:

- Alberta School Foundation Fund (ASFF) 10,000 x $2,600 (est) = $26,000,000
- General Revenue Fund (GRF) – remainder - $30,586,436

Payment of a Funding Allocation

A funding allocation is calculated in the same way for public and separate school boards participating in the ASFF and separate school boards that have opted out of the ASFF.

School jurisdictions will receive a payment from the ASFF equal to their number of **eligible students** multiplied by the ASFF amount per **funded student**. The difference between a **school jurisdiction's** funding allocation and payment from the ASFF is provided by a grant from the General Revenue Fund of the province.

REVISED

Separate **school jurisdictions** that have opted-out of the ASFF receive local education property tax requisitions quarterly from their declared taxpayers. Alberta Learning provides a monthly advance on the local education property tax requisition that is repaid by the opted out board by the last banking day of each of the months of March, June, September and December. Opted out separate **school jurisdictions** also receive a payment from the ASFF, that when combined with their local education property tax requisition, would be the same amount they would receive if participating in the ASFF. The balance of the funding allocation for an opted out separate **school jurisdiction** is provided by a grant from the General Revenue Fund of the province.

PURPOSE

The instruction block provides for the reasonable cost of instructional programs and services including the cost of principals, teachers, instructional support staff, learning resources and supplies, equipment and furnishings used in the instructional program.

Funding is provided for the following programs in the instruction block:

Basic Instruction
Students with Severe Disabilities
English as a Second Language
Enhanced Opportunity
Native Education
Institutional Programs
Regional Assessment Services
Sparsity and Distance
Teacher Assistants
Early Literacy Initiative
Learning Resources Credit
Technology Integration
Home Education
French First Language Upgrading
Growth and Density

Early Childhood Services Programs (See Section 2)

PURPOSE

This funding provides for instruction that meets the learner expectations of students in core programs, complementary programs, and programs for **students with special needs** and students who are gifted and talented.

CONDITIONS

1. Basic instruction funds are provided for each **funded student**. Basic instruction funding includes funds to support programs for students with mild and moderate special needs and students who are gifted and talented. The level of funding included in the Basic Instruction funding amount for students with mild and moderate special needs and students who are gifted and talented, is the minimum amount that boards are expected to pool for the provision of programs to these students. It is expected that school boards will pool special education funding and re-allocate it to schools for special education programs as needed.

2. All individuals age 5 years and 6 months or greater, but less than 6 years are counted under the instruction block if they are eligible to enter grade 1 under the school entrance policy of a **school jurisdiction**.

   The exceptions to this condition are:

   a) **children** who have spent less than the number of years in the program for which they are eligible for funding, e.g. receiving less than three years Program Unit funding; or

   b) **children** who are not enrolled in an **Early Childhood Services Program** until this age; or

   c) **children** who have been assessed as **developmentally immature**.

   In these circumstances when, in the opinion of the **school jurisdiction** and the **parent**, an **Early Childhood Services Program** is appropriate, the individual is counted as a **child** under Early Childhood Services.

3. All individuals 6 years or older, but less than 7 years, are counted as students for instructional funding, except for individuals who are **developmentally immature**, and children entering an **ECS** program for the first time and who are counted as **children** under Early Childhood Services.

   a) Under no circumstances can an individual be counted as both a **funded student** and as a **child** in the same school year.

   b) If the individual is both **developmentally immature** and has special needs, then the special needs take precedence over the immaturity and the individual is counted as a student for instructional funding.

CONDITIONS (CONTD.)

4. The following conditions apply for students with mild or moderate special needs who are attending a **Designated Special Education Private School (DSEPS).**

REVISED

a) A **school jurisdiction** that directs a student to a **Designated Special Education Private School** will pay all program costs which are not covered by funding provided by Alberta Learning to the **DSEPS**.

NEW

b) The **Designated Special Education Private School** must advise parents of the need to discuss their **child's** mild or moderate special needs eligibility and placement options with their resident board prior to enrollment in the **DSEPS**. After consulting with the resident school jurisdiction about a special education program for their child, parents may make an informed decision on the most appropriate placement for the child. If parents then choose to send their child to the **DSEPS**, full funding will be paid directly to the **DSEPS**, with no cost to the **school jurisdiction**. These students will be coded by the **DSEPS** using the 110 code with the 50's code (mild/moderate) and the 500 funding code.

NEW

If a parent enrolls their child in a **Designated Special Education Private School** without consulting with the resident board on the child's eligibility for a special education program, the **DSEPS** will only be eligible for basic support funding of $5,115 (rather than full funding of $8,330) for these students. Included in the Basic support funding rate is funding for basic instruction, transportation and plant operation and maintenance. The 110 code cannot be used for these students.

REVISED

The **Designated Special Education Private School** will report all students enrolled in their schools to the Learning Information Exchange Services (LIES). **Designated Special Education Private Schools** will also notify **school jurisdictions**, in writing, of their resident students who registered at the **DSEPS**. The **school jurisdiction** will then forward a copy of this notification to the Director of School Finance, Alberta Learning confirming the students listed.

REVISED

c) For students enrolled on September 30 transferring from a **school jurisdiction** to a **designated special education private school** after September 30 in a school year (or vice versa), funding will be transferred on a pro-rata basis. The funding transferred would be paid for the months remaining in the school year. However, if the student returns to the **school jurisdiction**, the funding would then be returned by the **private school** on a pro-rated basis. No pro-rated funding will be provided by Alberta Learning to the **DSEPS** for students enrolled after September 30.

d) For students with severe disabilities attending a **designated special education private school**, basic support funding and severe disabilities funding will be provided to the **DSEPS.**

5. **Course Completions in Grades 10 to 12**

a) Basic instruction funding for senior high school students is provided based on the principle that instructional services are provided and courses are completed.

CONDITIONS (CONTD.)

b) a course is considered completed for funding purposes when student:

i) has received a passing mark of 50 percent or more in a course, or in the case of a diploma examination course, on the **school** awarded mark for the course; or

REVISED

ii) has received a mid-term mark, and has earned a mark of 25 percent or better in the course according to the student evaluation policies of the **school**, **school authority** and Alberta Learning, and has:

- responded to instruction in at least 50 per cent of the course content, or
- attended at least 50 percent of the classes in the course.

REVISED

c) A one credit CTS course is considered completed for funding purposes when it is demonstrated that the student has responded to instruction in at least 50 per cent of the course content. If a student withdraws after responding to 50 per cent of the course content, these one-credit courses should then be reported as withdrawn but eligible for funding.

NEW

d) Courses delivered to students on-line or by distance learning do not require students to attend classes and therefore, the attendance funding criteria would not be applicable. Funding will be provided when the requirement that the student has completed 50 per cent of the course content is met.

NEW

e) Schools are required to maintain and retain records required to substantiate funding claims as follows:

i) for regular (non-CTS) courses schools must maintain records of course withdrawal, student attendance, mid-term and final marks. In cases where a student has NOT attended at least 50 per cent of the offered classes, the school must maintain course outlines and assessment records for student work in the course.

ii) for CTS courses, schools must maintain course outlines and assessment records for student work in the course that demonstrate the student has completed at least 50 per cent of the course content as described in the module/general learner expectations.

f) The basic instruction rate will be paid for **funded students** attending school in another province with which the **school jurisdiction** has an agreement under Section 46 (2) (a) (iii) of the *School Act*.

g) Students are not restricted in the number of credits they can complete in a school year.

h) Students who complete a CTS course but cannot be given a passing mark should be reported as incomplete but eligible for funding.

CONDITIONS (CONTD.)

6. Payment Provided for Funded Students in Grades 10 to 12

Basic instruction funding for senior high school students is provided:

a) For credits in senior high school courses completed during regular daytime hours, weekends, evenings and the summer months;

b) For senior high school courses with a credit value of 3, funding based on 2.5 CEUs;

c) For all CTS courses, funding is based on one CEU per course.

d) For credits in senior high school courses completed during weekends, evenings, and the summer months if instruction is provided for a minimum of:

- 80 hours for a five credit course; and
- 48 hours for a three credit course.

If a student completes grade 9 in June of a school year and takes a grade 10 course in the summer months, the student will be eligible for funding.

e) For credits in Alberta Distance Learning Centre (ADLC) courses paid by a **school jurisdiction** for students whose marks are reported by the ADLC.

f) For RAP, Work Experience, Special Projects and other credit courses involving substantial off-campus instruction;

g) For repeated courses as long as instruction is provided in accordance with the same requirements as for first time courses;

h) For high school credit courses completed that may not otherwise be counted towards a high school diploma (e.g. ESL 1125);

i) For credits earned through locally developed senior high school credit courses, where instruction is provided;

j) For credit-bearing religious education courses, where instruction is provided;

k) For credits in Special Projects 10 - 20 - 30 courses;

l) For students in senior high school who take full year junior high school courses; 5 credits are paid for each course completed (form 01AL1.A.1a);

m) For full-time students with special needs who are 15 years of age or older on September 1 and classified as senior high students with special needs, at the basic instruction rate per student. This funding is provided for students in **Outreach Programs** when they are identified as students with special needs and not coded as Outreach students.

n) For each credit bearing an Integrated Occupational Program (IOP) number at 5/3 the rate for each credit completed;

CONDITIONS (CONTD.)

o) For each funded student identified as being enrolled in ESL 1120, 1121, 1122, 1123 or 1125, at the rate of 17.5 credits per student for each term or 35 credits for full term. No additional funding is provided for courses completed;

p) For credits granted through **Challenge Assessments** at 20 per cent of the credits for the courses completed;

q) For credits in only one course when two French as a Second Language courses are taken concurrently;

r) For hospital and institutional programs where students are enrolled in the programs on September 30 at the basic instruction rate;

s) For courses with variable credits that are completed but failed by students, on the basis of the number of credits for which the courses were taken;

t) For each Alberta **funded student** who is on a **reciprocal exchange program** approved by Alberta Learning, at the basic instruction rate;

u) For each Alberta **funded student** who is attending a Lloydminster School Division high school on September 30, at the basic instruction rate.

7. Payment Not Provided for Funded Students in Grades 10 to 12

Basic instruction funding for students in grades 10 to 12 is **not** provided for:

a) waived or retroactive credits;

b) maturity credits;

c) courses completed by non-resident students and **First Nations students** as defined in the Glossary of Terms;

d) high school credits taken by junior high school students (except for summer courses); this includes CTS courses completed by students in junior high school and Heritage Language high school credit courses;

e) post-secondary courses, including those that have been approved as locally developed courses;

f) credits granted through evaluation of out-of-province courses;

g) extra-curricular or co-curricular activities, such as competing on an athletic team;

8. When a **student** meets the criteria of a **funded student** and is attending a school in Canada that is providing both an academic and **activity program**, and a comparable program is not available in Alberta, and the **student** has been selected by **audition** to be part of the program he or she may be funded depending on individual circumstances. The **resident board** would be required to have an approved tuition agreement under section 46(2) of the *School Act*. The tuition agreement must be

CONDITIONS (CONTD.)

approved by the **Minister** and should be submitted to the Assistant Deputy Minister of Corporate Services. Once a tuition agreement is approved, students would be eligible for funding under this section only.

NEW 9. **Schools** may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context.

(a) When **schools** integrate a CTS course with a non-CTS course the following shall apply:

ii) the teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course
iii) prior to registration, schools provide information to parents and students about the philosophy of each of the integrated courses, the outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses
iv) information and counselling services make clear that registration in an integrated course is optional
v) students have access to a minimum of 25 hours of instruction per credit
vi) teachers offer each of the integrated courses in accordance with the approved programs of study
vii) students meet the standards specified in the 1-credit CTS course for all outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component
viii) the CTS course and the non-CTS course must be graded separately, and credit must be awarded and reported separately
ix) if a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first
x) a student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

(b) An "incomplete" status occurs when a student is registered throughout a course yet does not complete all of the learner expectations. An incomplete completion status has no associated mark(s). A course completion status of INC (incomplete) may only be used for CTS courses. No mark is submitted when a course completion status of INC is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met.

(c) A "withdrawal" status occurs when a student chooses not to complete a course and the school wishes to officially remove that course from the student record. A course completion status of WDR (withdrawal) may be used for all courses. No mark is submitted when a course completion status of WDR is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met. The "withdrawal" status with the funding flag set to (Y) should only be used when it has been determined that the student will not be returning in the following term to complete the course.

REQUIREMENTS

1) Basic instruction funding is based on:

   a) Student registration information in grades 1 to 9 as of September 30 that is reported to Learning Information Exchange Services by October 4;

   b) Course completion information for students in grades 10 to 12 as follows:

      i) Student Information System for specific enrolment;
      ii) Student Records System / Course Information Database System (CIDS) for course marks;
      iii) **Schools** are required to maintain and retain for a period of 7 years, records of student attendance, mid-term and final marks, and course withdrawal for students in grades 10 to 12. Where a student accesses instruction in a manner other than classroom instruction, schools must maintain course outlines and assessment records for student work for the learner expectations of the course.

   c) Student information on Form 01AL1.A.1b for students attending First Nations schools.

2. Basic instruction funding for a **school jurisdiction** is calculated for:

   a) grades 1 to 9 by multiplying the number of **funded students** on the **count date** by the basic instruction rate; and
   b) grades 10 to 12 by multiplying the completed Credit Enrolment Units by the CEU rate.

3. a) If an adjustment is required to the enrolment data reported to Learning Information Exchange Services on September 30, please make the changes to your modification file.
   b) After receiving your first RACERS data, any modification required can be submitted electronically using the Add Change Delete Form (Form 01AL1.A.1c).

4. Basic instruction funding for students attending **school** in another province will be based on:

   a) a copy of the agreement under Section 46(2)(a)(iii) of the *School Act*, and
   b) a letter indicating the student's name, birthdate and grade.

5. Basic instruction funding for students that are attending a First Nations school will be based on:

   a) a copy of an agreement under Section 46 (2)of the *School Act*, and
   b) form 01AL1.A.1b.

CONSIDERATIONS

1. When a student transfers from one high school to another during a term in which a course is offered, the **school authority** that provided the majority of instructional minutes may request the funding from Alberta Learning.

2. Alberta Learning has an agreement with the Canadian Copyright Licensing Agency (Cancopy). Most schools in the province are covered in the license. Alberta Learning makes the payment for the license on behalf of all participating **school jurisdictions and charter schools**. The cost of the license, plus GST, is recovered from **school jurisdictions and charter schools** on a full-time equivalent student basis.

3. Edulink, a new multi-function data exchange software tool has been created to help **school jurisdictions and charter schools** and Alberta Learning simplify current data management and exchange processes.

   The Council of Alberta School Superintendents (CASS) and Association of School Business Officials of Alberta (ASBOA) have agreed their membership will provide the necessary funds to support Edulink for a three-year period. Alberta Learning will deduct 35¢ plus GST per **funded student** and **ECS child** on behalf of all participating **school jurisdictions and charter schools**. This deduction will be made in September and based on the prior year frozen **funded student** and **ECS child** count. The deduction will be reflected on the October funding statement. It is up to the individual **school jurisdictions and charter schools** to apply for any GST rebate from the Government of Canada.

   Alberta Learning will forward the maintenance fee of $195,000 to Edmonton Catholic Schools, the host **board**. This funding will provide for the annual maintenance budget but is not sufficient to pay for significant changes to the software.

PURPOSE

This funding is provided to support an educational alternative for students who, due to individual circumstances, are not able to have their needs met in the traditional school setting.

CONDITIONS

1. A **school board** operating an **Outreach Program** must develop, keep current and implement written policies and procedures for **Outreach Programs**. Policies must deal with Outreach student eligibility, attendance and expectations for student performance.

2. A **school board** intending to offer an **Outreach Program** must by May 31, complete and submit Form 21 *"Request for Approval – Outreach Program Funding"* to the Director of Special Programs. Where an **Outreach Program** ceases to operate, the **Board** must immediately notify the Director of Special Programs Branch. An **Outreach Program**, operating as a **school**, must notify the Minister of a **school** closure as per the Closure of Schools Regulation A.R. 238/97.

3. A **school jurisdiction** may receive Basic instruction funding to operate **Outreach Programs** for:

    a) senior high school **funded students** who are not able to attend or benefit from a program in a regular high school setting; and

    b) elementary and junior high **funded students** who are not able to attend or benefit from a regular program.

REQUIREMENTS

1. Outreach students must have access to a certificated teacher for the appropriate number of instructional hours, as described in the *Guide to Education*.

2. **Outreach Programs** must follow the *Alberta Learning Programs of Study* and may include locally developed junior high school or senior high school courses.

3. The program must provide students with enhanced educational services that are in addition to distance learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training and study skills.

REQUIREMENTS (CONTD.)

4. The **Outreach Program** must be offered in a stand-alone facility and **eligible students** must be coded as **Outreach Program students**. The facility must meet Alberta building, health and safety standards for school buildings. The **school board** must ensure that its liability insurance extends to the stand-alone facility.

5. **Funded students** enrolled in home education, on-line or blended programs are not eligible for **Outreach Program** funding.

CONSIDERATIONS

1. Plant Operations and Maintenance funding may be available for an approved facility. Please refer to Section 1.B.1 for the conditions and requirements specified for Plant Operations and Maintenance.

2. Students in an **Outreach Program** are also able to complete courses in a regular school environment.

3. Funding for each **Outreach Program** is based on:

    a. the first 400 Outreach CEU's multiplied by double the CEU rate and,

    b. all additional Outreach CEU's multiplied by the regular CEU rate.

4. The basic instruction rate will be provided for full-time students with special needs who are 15 years of age or older on September 1 and classified as senior high students with special needs. In order to obtain this funding do not code students as Outreach students (Code 630).

REFERENCES

Outreach Program Policy 1.1.4

PURPOSE

This funding provides for programs that meet the special education needs of students with severe disabilities.

CONDITIONS

1. Eligibility for severe disability funding will be based on a jurisdiction profile but **all** of the following requirements will need to be maintained and in place at the school level:

REVISED

   a) an assessment by qualified personnel for programming purposes
   b) documentation/assessments of the student's current level of functioning in the learning environment
   c) a current Individualized Program Plan (IPP) which addresses the student's diagnosed needs
   d) the levels of support and services being provided to the student

   School jurisdictions will use the following categories/codes and related definitions/criteria to determine a student's disabling condition for severe disabilities funding identification purposes:

➨ SEVERE MENTAL DISABILITY (Code 41)

A student with a severe mental disability is one who:

a) has severe delays in all or most areas of development
b) frequently has other disabilities including physical, sensory, medical and/or behavioural
c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
d) should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and/or
e) has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour scale, Vineland Adaptive Behaviour Scales)

➨ SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY (Code 42)

A student with a severe emotional/behavioural disorder is one who:

a) displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the student and other students.

CONDITIONS (CONTD.)

b) has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression
c) displays self-stimulation, self-abusive or aphasic behaviour

or

d) is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder. In the most extreme and pervasive instances, severe Oppositional Defiant Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses not sufficiently severe enough to qualify include: attention-deficit/hyperactivity disorder (AD/HD), attention deficit disorder (ADD).

Note: Students diagnosed with FAE/FAS in the most severe cases should be reported under Code 44 rather than Code 42.

➨ SEVERE MULTIPLE DISABILITY (Code 43)

A student with multiple disabilities is one who:

a) has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination result in the student functioning at a severe to profound level; and
b) requires special programs, resources and/or therapeutic services.

Students with a severe disability and another associated disability should be identified under the category of the primary severe disability.

A student with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

A student with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

CONDITIONS (CONTD.)

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under Code 43:

a) Attention Deficit / Hyperactivity Disorder (AD/HD)
b) Learning Disability (LD)
c) Emotional Behavioural Disabilities
d) Speech and Language Related Disabilities

➨ **SEVERE PHYSICAL OR MEDICAL DISABILITY** - including Autism (Code 44)

A student with a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the student's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment)
b) requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling.

A student with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with autism.

In order for a diagnosis of autism to be made, the student needs to demonstrate difficulties in three broad areas:

a) social interaction;
b) communication; and
c) stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A student diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including Alcohol-Related Neurodevelopmental Disorder (ARND), is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with FAS/FAE. Students with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behaviour, learning, attention and concentration, resulting in the need for extensive intervention and support.

CONDITIONS (CONTD.)

➡ **DEAFNESS** (Code 45)

A student with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication

or

b) has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and
c) requires extensive modifications and specialized educational supports
d) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a student has a severe to profound sensori-neural hearing loss that has not changed significantly, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

➡ **BLINDNESS** (Code 46)

A student with severe vision impairment is one who:

a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means
b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees

If a student has a severe to profound visual impairment that has not changed significantly, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those students who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

NEW

2. Funding will be provided to **school jurisdictions** based on an established profile of the jurisdiction that includes historical data of the numbers of students with severe disabilities, patterns of overall student enrolment growth and projections for growth of the numbers of students with severe disabilities, if applicable.

CONDITIONS (CONTD.)

Profiles will be reviewed if there are significant increases or decreases to the overall student enrolment or number of students with severe disabilities identified to Alberta Learning and funding will be adjusted accordingly. The Special Programs Branch will monitor the number of students reported and may initiate a review of the profile.

For those jurisdictions whose profile changes significantly, valid assessments or medical documentation which confirm the disabling conditions for all students with severe disabilities reported, must be made available to the Special Programs Branch on request.

REQUIREMENTS

REVISED

1. **Funded students with severe disabilities** included in the profile must receive three or more of the following levels of support:
   a) frequent specialized one-on-one instruction/intervention (e.g., teaching assistant time);
   b) specialized or adaptive equipment;
   c) assistance for basic care (e.g., toileting, grooming, catheterization);
   d) frequent documented monitoring of medical and/or behaviour status; and,
   e) direct therapeutic service at cost to the system (e.g., behaviour specialist, orientation and mobility specialist).

REVISED

2. **School jurisdictions** must develop and implement an **Individualized Program Plan** (IPP) supported by appropriate medical, psychiatric, psychological or other professional documentation for each **funded student with a severe disability** identified and attending a **school** of the jurisdiction.

   Alberta Learning will continue to monitor student's IPPs and supports and services provided.

REVISED

3. **School jurisdictions** must continue to report students with severe disabilities as of September 30, to Learning Information Exchange Services by October 4. To facilitate the monitoring process, **school jurisdictions** must also send a copy of the information to the Special Programs Branch by October 4.

REVISED

4. Students who are registered with a **school authority** on September 30 and are approved as having a severe disability, who then move to another **school authority** during the school year, are included in the jurisdiction profile and are not eligible for additional funding. This would also apply to students who move from an institution (such as a hospital program, young offender centre, etc) or from out of province to a **school authority**.

5. **School jurisdictions** are required to report expenditures for students with severe disabilities.

REFERENCES

2001-2002 Handbook for the Identification and Review of Students with Severe Disabilities

SECTION 1.A.3
ENGLISH AS A SECOND LANGUAGE FUNDING

PURPOSE

This funding is provided to assist students who have insufficient fluency in English to achieve grade level expectations in English language arts and other subject areas.

CONDITIONS:

1. A **school jurisdiction** may receive ESL funding for each eligible **funded student** in grades 1 to 12. It is expected most students would have sufficient fluency in English to access regular programming after three years, although some students may require additional time. REVISED

2. Foreign-born students eligible for ESL funding:

   a) have recently immigrated to Canada; REVISED
   b) have minimal English or are non-English speaking; and
   c) are receiving ESL services.

3. Canadian-born students eligible for ESL funding:

   a) have homes in which the primary spoken language is not English;
   b) are non-English speaking; and
   c) are receiving ESL services.

REQUIREMENTS:

1. **School jurisdictions** are required to identify ESL students as either Canadian-born or foreign-born for monitoring purposes.

2. ESL funding is based on student registration information for grades 1–12 as of September 30 of the current school year that is submitted to the Learning Information Exchange Services by October 4.

3. **School jurisdictions** that claim ESL funding must provide services to ESL students that:

   a) address their linguistic, cultural and academic needs;
   b) place priority on the rapid integration of students in the school and community environment; and,
   c) are quantifiable, e.g., a special class, pull-out service, identifiable services provided in a regular classroom and adapted for the individual student. A reduction in class size, by itself, is not an ESL service.

CONSIDERATIONS:

Funded students enrolled in **home education**, **blended programs**, **outreach programs** or **on-line programs** are not eligible for funding under this section.

PURPOSE

This funding is provided to meet the educational needs of students who are economically or socially disadvantaged.

CONDITIONS

1. A **school jurisdiction** may receive enhanced opportunity funding for projects assisting with exceptional educational social and economic needs in grades 1 to 12.

2. Enhanced opportunity projects and/or levels of funding for enhanced opportunity projects must be approved in advance by Alberta Learning.

3. Projects may be funded in **schools** where 50 per cent or more students are affected by one or more of the following:

   Primary factors -

   - high incidence of low income;
   - high incidence of single parent families;
   - high incidence of unemployment or under-employment;
   - high frequency of changes in residence;
   - high incidence of recent arrivals in Canada and low parental facility with the language of instruction;
   - high incidence of crime;
   - difficult access to services for students.

   Secondary indicators

   - high incidence of alcohol/drug abuse;
   - high incidence of violence;
   - evidence of poor nutrition;
   - limited education and job skills of parents;
   - crowded living conditions.

4. Funding may be provided for projects in up to 15 per cent of the **schools** in each **school jurisdiction**.

5. Funding is allocated to **school jurisdictions** for a three-year period.

REQUIREMENTS

1. Funding for the four large urban boards in Calgary and Edmonton has been approved for 2000/2001 to 2002/2003.

REVISED

Funding for boards other than the four large urban jurisdictions has been approved for 2001/2002 to 2003/2004. Further requests for funding are made on Form 01AL1.A.4, and may be submitted to School Finance by May 31 during each of the three years of funding. These requests will be put on a waiting list pending available funding.

2. Submissions for project funding will outline:

   a) the type of intervention(s) and its consistency with the needs of the intended participants;
   b) time frame;
   c) the number of students involved;
   d) the budget, including the extent to which funding is supporting staff, other administrative needs and other indirect services;
   e) the extent to which **parents** and community members and organizations were involved in developing and planning the proposal and will be assisting in its implementation;
   f) the description of co-operative arrangements made with other public and private agencies;
   g) the results expected; and
   h) the assessment strategies.

3. **School jurisdictions** are to set priorities for the project proposals they submit to Alberta Learning.

4. **School jurisdictions** that receive enhanced opportunity funding will provide the programs and services identified in their project submissions. Funding for enhanced opportunity projects may be adjusted based on a review of final expenditures by Alberta Learning.

5. **School jurisdictions** that received enhanced opportunity project(s) will report results annually in the jurisdiction Annual Education Results Report.

SECTION 1.A.5
NATIVE EDUCATION PROJECT FUNDING

PURPOSE

This funding provides educational programs and services to enhance opportunities for all Alberta students to develop an understanding and appreciation of different Aboriginal cultures including histories, language and life styles.

CONDITIONS

1. The following projects may be considered for funding:

   a) Developmental - Alberta Learning initiated and directed projects involving the development of Aboriginal language programs, learning resources, and Aboriginal awareness inservice programs.

   b) Delivery - **School jurisdiction** initiated projects involving the provision to Aboriginal students of direct services such as Aboriginal liaison workers, community resource people, Aboriginal language and culture programs and student field trips in the province.

2. Projects approved under 1(b) above will be in the form of special contracts under the direction of Alberta Learning.

REQUIREMENTS

1. a) To apply for a new project, **school jurisdictions** must provide a proposal which reflects the principles of the Provincial Native Education Policy Statement, and criteria and instructions for a project proposal as outlined in the Native Education Grants Information Package.

   b) To renew Native Education Project funding, eligible **school jurisdictions** are to submit a letter of intent annually using Form 01AL1.A.5, to the Director, Aboriginal Services Branch by April 30.

2. The Director of Aboriginal Services of Alberta Learning will advise **school jurisdictions** by May 31 of funding that Alberta Learning will provide for Native Education Projects.

3. **School jurisdictions** that receive Native Education Project funding will provide the programs and services identified in their project submissions.

4. **School jurisdictions** will be required to submit a statement of expenditure by July 15.

REQUIREMENTS (CONTD.)

5. Each **school jurisdiction** will communicate information about its Native Education Project to the Regional Child and Family Services Authority[ies] to ensure that the project assists the region's community-based service delivery model to meet the educational and other unique needs of Aboriginal children.

CONSIDERATIONS

1. Projects will provide support to **school jurisdictions** for the provision of educational programs and services designed to enhance the opportunities for Aboriginal students to acquire a high quality education and for all students to develop an awareness and appreciation of Aboriginal cultures.

REFERENCES

Native Education in Alberta Schools (1987)

Policy, Regulations and Forms Manual

Native Education Grants Information Package

PURPOSE

This funding provides for education programs for students in **institutions** such as hospitals, young offender centres, treatment centers, youth assessment centers, and women's shelters. These are students who have been placed in the institution because they pose a danger to themselves or others, or they require extensive therapies, or they require protection and care.

CONDITIONS

1. **School jurisdictions** authorized to provide an education program in an institution operated or approved by the Government of Alberta may qualify for institutional program funding. This applies to students who reside in an institution or a group home with an educational program approved by Alberta Learning and who are:

    a) in the custody of Alberta Justice under the *Corrections Act*, the *Corrections and Conditional Release Act* (Canada), the *Young Offenders Act* (Canada), or

    b) in the custody of a director of Child Welfare, or have a guardian appointed under the *Child Welfare Act*, or

    c) in long term medical care with a Regional Health Authority, or

    d) a temporary resident of a women's shelter and requires protection from physical, psychological or sexual abuse;

2. **School jurisdictions** must have approval from the **Minister** and a contract/agreement with Alberta Learning in order to provide an educational program to students in the institution. Application for program approval should be submitted to the Director of the Special Programs Branch of Alberta Learning.

3. **School jurisdictions** providing an approved institutional program may not claim severe disabilities funding for students with severe disabilities who reside in the institution and who are funded through Institutional Program funding. NEW

REQUIREMENTS

School jurisdictions with a contract or approval to provide an education program in an institution will be required to:

1. Ensure all eligible institutional students are registered as grants program code 550, in order to receive Institutional Funding for the students.
2. Submit for approval a budget of reasonable and eligible costs using form 01AL1.A.6 to the School Finance Branch by April 15 for the following school year. The budget will be approved by June 30.
3. NEW Any substantial changes to costs after the budget is approved, shall be submitted by letter to the Special Programs Branch for approval.
4. Submit a statement of actual program costs and revenues using form 01AL1.A.6 to School Finance Branch by October 15 of the following school year. Funding will be based on the net actual cost of providing the program for costs approved on the budget.
5. Keep a daily attendance record for all students.
6. Provide an Annual Institutional School Profile Report form for the previous school year by October 15.
7. Ensure that the program provided in the institution is of comparable quality to other school programs provided by the **school jurisdiction**. The institution's educational program shall be considered an integral part of the **school jurisdiction** and subject to the same level of planning, evaluating and reporting required by provincial and local policy.

CONSIDERATIONS

1. Alberta Learning will provide funding to cover the education program costs outlined in the contract/agreement for eligible students in institutions.
2. REVISED Students attending an education program in an approved institution on a day basis (rather than residing in the institution) are not eligible for Institutional Program funding. Funding for these students is provided from other sources such as Basic instruction funding, Severe Disabilities funding etc. Day students with a severe disability are included in the profile of the jurisdiction.
3. For confidentiality and **student** safety reasons, women's shelter programs are not required to submit a listing of **student** names and **student** ID numbers with their actual costs. These programs do not need to claim Basic Instruction funding as the full program cost will be covered by Institutional Program funding. Students in a women's shelter program who return to a regular school program within fifteen (15) days of the September 30 count date, may be eligible for basic instruction funding. For more details, see section 6.1, condition #3.

SECTION 1.A.7
REGIONAL ASSESSMENT SERVICES FUNDING

PURPOSE

This funding is for designated **school jurisdictions** to provide assessment and consultation services for students identified as sensory-impaired multi-handicapped, and to assist **school jurisdictions** in designing programs for those students.

CONDITIONS

NEW The process and criteria (funding and program) are currently being reviewed as part of a context of an overall review of the regional assessment services program.

1. **Funded students** are eligible for regional assessment services if assessed and identified as multi-handicapped sensory-impaired. In order to be considered as multi-handicapped sensory impaired, students must have any two of the following three categories of handicapping conditions:

   Category 1 - Visual Impairment

   The student presents a visual impairment of such severity that he/she requires adaptation in the methods of presenting learning materials, the type of learning materials used or the learning environment.

   Category 2 - Hearing Impairment

   The student presents a hearing impairment of such severity that he/she is unable to hear spoken language either with or without amplification or hears imperfectly with amplification and the student requires specialized learning methods and materials for the development of speech and language; such hearing loss would be considered moderate or greater than moderate.

   Category 3 - any one or more of the following disabling conditions:

   a) A medical condition or physical disorder creating a requirement for personal assistance for day-to-day functioning, or creating a requirement for physiotherapy or occupational therapy as determined by a therapist qualified in the appropriate discipline.

   b) Inappropriate behaviour patterns which are sufficiently severe as to interfere with learning or social development.

   c) Developmental, educational and social delay resulting from biological, genetic or environmental causes.

   d) Severe to Profound Communication Disordered

   A student qualifies for service in this category in one of two ways:

CONDITIONS (CONTD.)

(i) Non Verbal Cognitive versus Communication Skills
Non-verbal cognitive skills are assessed as being at least half of the student's chronological age and one global area of communication (expressive/receptive) is depressed by half or more of the non-verbal age equivalency.

(ii) Scattered Performance in Communication Skills
Non-verbal cognitive skills are assessed at a minimum of half the chronological age and one area of communication is reduced by half or more of the age equivalencies in other areas of communication.

e) Severe to Profound Behaviour Disordered (Autism)

A student who is severely behaviour disordered exhibits the following characteristic behaviours:

(i) a disturbance of affect;
(ii) a disturbance of developmental rates and sequences;
(iii) an apparent disturbance of perception;
(iv) a disturbance of speech and language.

The behaviour excesses and deficiencies exhibited by individuals with a severe to profound behaviour disorder may necessitate individualized, structured educational programming. Students with this disorder require close and constant adult supervision. Diagnosis must be by a chartered psychologist or psychiatrist.

The terms 'multi-handicapped' or 'handicapping condition' are used in this section of the Manual in accordance with current contract terminology.

REVISED

2. The Réseau Provincial D'adaptation Scolaire will serve funded students who are sensory impaired multi-handicapped and students who have a mild, moderate or severe disability.

REQUIREMENTS

1. The **school jurisdictions** designated by Alberta Learning to provide regional assessment services will use Regional Teams to provide the following services to sensory impaired multi-handicapped students referred by **school jurisdictions**:

a) Assessment
This process includes individual diagnosis of an individual's specific ability, level of functioning and specific educational needs.

A student who does not meet the criteria is ineligible for subsidized service although he/she may be eligible at a later date. **Funded students** may receive ongoing assessment and consultation at the request of the local **school jurisdiction**.

REQUIREMENTS (CONTD.)

b) Consultation

To complement education program recommendations made throughout the assessment process, the specialists may confer with teachers, **parents** and other school personnel. Teachers and/or support staff may request assistance in developing specific education programs or advice on education issues concerning students with special needs.

c) In-service

A wide range of in-service and staff development activities are available to teachers, paraprofessionals, administrators, professional colleagues and **parents**. Given the varied experience and expertise of the consultants, workshops may be tailored to the specific needs of the group.

2. A rate of $35 per hour will be charged for services provided to **school jurisdictions**.

3. The **school jurisdictions** designated to provide regional assessment services will submit a budget to the School Finance Branch by March 31, indicating projected expenditures and revenues for the assessment consultation services for the upcoming school year.

4. The Special Programs Branch will approve budgets for the designated **school jurisdictions** by April 30 and will notify **school jurisdictions** of their budget allocation.

5. The designated **school jurisdictions** will provide an audited financial statement in respect of the revenues and expenditures associated with the provision of services on or before November 30 of each year for the previous school year ended. Funding is based on the lesser of the net actual program costs in comparison to the approved budget amount.

6. The designated **school jurisdictions** will provide an annual report to the Special Programs Branch by November 30 for the term September 1 to August 31.

CONSIDERATIONS

1. The **school jurisdictions** designated by Alberta Learning to provide regional assessment services are:

   a) Calgary School District #19
   b) Edmonton School District #7
   c) Grande Prairie School District #2357
   d) Greater North Central Francophone Education Region #2 (for **francophone authorities** only)

CONSIDERATIONS (CONTD.)

2. For referral information in the following zones, the contact schools are:

ZONE 1	**C.A.S.E.** Crystal Park School 9315 - 116 Avenue GRANDE PRAIRIE, Alberta T8V 6L5 Phone: (780) 539-0333 Fax: (780) 539-7613 E-mail: cpark@gppsd.ab.ca
ZONE 2, 3 and 4	**Consulting Services** Edmonton Public Schools Belvedere School 13559 - 62 Street EDMONTON, Alberta T5A 0V5 Phone: (780) 478-4088 Fax: (780) 476-2022 E-mail: belvedere@epsb.edmonton.ab.ca
ZONE 5 and 6	**REACH Services** Emily Follensbee Centre 5139 - 14 Street SW CALGARY, Alberta T2T 3W5 Phone: (403) 777-6983 Fax: (403) 777-6997 E-mail: jmdavis@cbe.ab.ca

Services for Francophone Authorities

Réseau Provincial D'adaptation Scolaire
206, 8627 – 91 Street
EDMONTON, Alberta
T6C 3N1
Phone: (780) 487-3200
Fax: (780) 487-3434
E-mail: sgareaukubicki@csrcn.ab.ca

3. Contracts with designated **school jurisdictions** are negotiated individually by Alberta Learning to address the unique needs of their service areas including services to students in **francophone authorities**.

PURPOSE

This funding assists **school jurisdictions** in sparsely populated areas of the province to provide instruction to meet the learner expectations of students in smaller **schools**.

CONDITIONS

1. The following factors are used to determine whether or not a **school jurisdiction** qualifies for sparsity funding:

   - The geographical area, in square miles, of a **school jurisdiction** divided by the number of **funded students** has to be greater than 0.25 and less than or equal to 3.0

   OR

   - If the number of **funded students** is greater than 6,000 and the number of rural students is greater than 25 per cent but less than 50 per cent, the area divided by the number of **funded students** has to be greater than 0.07 and less than or equal to 3.0;

   AND

   - A **school jurisdiction** that serves 2,000 or more **funded students** uses the number of **funded students** that attend schools in population centres of less than 2,000.
   - Phase In: For **schools** located in population centres greater than 2,000, the sparsity rate will be lowered by $1.00 per extra person in the calculation for those schools only.
   - A **school jurisdiction** that serves fewer than 2,000 **funded students** uses the number of **funded students** that attend **schools** in population centres of less than 5,000.
     Phase In: For **schools** located in population centres greater than 5,000, the sparsity rate will be lowered by $1.00 per extra person in the calculation for those **schools** only.
     Phase In: The sparsity rate will be reduced by $1.00 for each **funded student** over the 2,000 **funded student** base.

   Sparsity Funding for **school jurisdictions** is calculated as follows:

Sparsity Funding	=	(Sparsity factor	-	0.25)	X	number of **funded students** in population centres less than 2,000	X	Sparsity rate

CONDITIONS (CONTD.)

2. A **school jurisdiction** serving fewer than 2,000 **funded students** may receive funding for students in all **schools** located in population centres less than 5,000.

-	**Funded students**	1,980
-	**Funded students** attending **schools** in population centres of less than 5,000	1,015
-	Area	3,798 square miles
-	Sparsity rate	$549

Calculation:

Sparsity factor = 3,798 ÷ 1,980 = 1.918

Sparsity funding = (1.918 - .25) X 1,015 X $549
= $929,468

3. A **school jurisdiction** serving more than 2,000 **funded students** may receive funding for students in all schools located in population centres less than 2,000.

-	**Funded students**			3,467
-	**Funded students** attending **schools** in population centres of less than 2,000			
		School A	960 }	2,052
		School B	1,092}	
-	Area			
-	Sparsity rate			3,798 square miles
				$549

Calculation:

Sparsity factor = 3,798 ÷ 3,467 = 1.095

Sparsity funding = (1.095 - .25) X 2,052 X $549
= $951,933

4. If a **school jurisdiction** serves more than 2,000 **funded students**, it may include schools using the 5,000 population centre criteria provided they reduce the jurisdiction sparisty rate by $1.00 for every **funded student** over 2,000.

-	**Funded students**	2,089
-	**Funded students** attending **schools** in population centres of less than 5,000	1,275
-	Area	1,825 square miles
-	Sparsity rate	$549

CONDITIONS (CONTD.)

Calculation:

Sparsity factor = 1,825 ÷ 2,089 = .874

Sparsity funding = (.874 - .25) X 1,275 X ($549 - (2,089-2,000))
= $365,976

5. If a **school jurisdiction** has a **school** in a population centre which is over the population threshold, it may include that **school** provided they reduce the sparsity rate for that **school** only, by $1.00 for each person above the population threshold.

Sparsity funding using a sample jurisdiction serving more than 2,000 **funded students**, but with **schools** in population centres over the population threshold of 2,000 would be calculated as follows:

- **Funded students**	2,015
- **Funded students** attending **schools** in population centres of less than 5,000	1,015
- **Funded students** attending a **school** in a population centre of 2,030	600
- Area	578 square miles
- Sparsity rate	$549

Calculation:

Sparsity factor = 578 ÷ 2,015 = .287

Sparsity funding = (.287 - .25) X 1,015 X $549
= $20,618

PLUS

Sparsity funding = (.287 - .25) X 600 X ($549 - (2,030 - 2,000))
= $11,522

Total Funding = $20,618 + $11,522 = $32,140

In this example, the jurisdiction receives the total funding under the original formula, as well as additional funding at a reduced rate for the school in the population centre over the population threshold.

6. A **school jurisdiction** serving more than 6,000 students, of which more than 25 per cent but less than 50 per cent are **funded students** attending schools in population centres of less than 2,000, will receive sparsity funding if its sparsity factor, determined by dividing the area of the **school jurisdiction** by the number of **funded students**, is greater than 0.07.

CONDITIONS (CONTD.)

Sparsity funding for a **school jurisdiction** serving more than 6,000 students of which 31 per cent are rural students is calculated as follows:

-	**Funded students**	13,662
-	**Funded students** attending schools in population centres of less than 2,000	4,239
-	Area	1,934 square miles

Calculation:

Sparsity factor = 1,934 ÷ 13,662 = 0.142

Sparsity funding = (0.142 - 0.07) X 4,239 X $549
= $167,559

7. A **school jurisdiction** will receive sparsity funding for a maximum sparsity factor of 3.0.

8. To recognize the dispersion of students for a francophone authority, the area of each francophone education region will be determined by assigning a 302 square mile attendance area for each school it operates.

REQUIREMENTS

1. A **school jurisdiction** that receives sparsity funding will provide adequate programs for students in smaller **schools**.

2. A **school jurisdiction** is not required to apply for sparsity funding; Alberta Learning determines a **school jurisdiction's** eligible funding using the geographical area and student enrolment information for the **school jurisdiction**.

DISTANCE

PURPOSE

Funding for distance assists **school jurisdictions** located outside of urban centres to meet the learner expectations of students in **schools** with above average instruction costs.

CONDITIONS

1. The central administration office of a **school jurisdiction** is located at least 40 kilometres from one of the following urban centres: Calgary, Edmonton, Lethbridge, Medicine Hat, or Red Deer.

2. Funding is provided to **school jurisdictions** for the distance between the central administration office and the **schools** they serve.

3. The following school categories are excluded from the school distance calculation portion of the formula: Hutterite Colonies, Home Education sites, and **institutions**. Outreach students are also excluded from the school distance portion of the school distance calculation.

REQUIREMENTS

1. A **school jurisdiction** is not required to apply for distance funding; Alberta Learning determines a **school jurisdiction's** eligible funding using distance and student enrolment information.

CONSIDERATIONS

1. The higher than average living costs recognized for the City of Fort McMurray are addressed using a distance rate for **school jurisdictions** in Fort McMurray that is three times the distance rate set by Alberta Learning.

2. The location of a **school jurisdiction's** central administration office is that reported to the Governance and Program Delivery Branch and included in the current Alberta School Jurisdiction List.

3. Distance is measured from the location of a **school jurisdiction's** central administration office to the centre of the nearest of Edmonton, Calgary, Red Deer, Lethbridge or Medicine Hat using the most direct route via primary **highway** as shown on the current Travel Alberta Road Map. If the **school jurisdiction's** central administration office is not located on a primary **highway**, then the shortest route on a secondary road is used.

4. Distance funding is paid for any kilometres after the first 40 kilometres between a **school jurisdiction's** central administration office and the closest of the urban centres listed. In addition, distance funding is calculated for each **school** whose distance between their central administration office and the **school** is more than 25 kilometres. Distance is measured from the location of a **school jurisdiction's**

CONSIDERATIONS (CONTD.)

central administration office to each **school** by the most direct route on a travelled road or **highway**.

5. The following formula is used to calculate distance funding for **school jurisdictions**:

Distance Funding	=	(Distance - 40) jurisdiction central office to urban centre	X	Number of funded students	X	School Jurisdiction Distance rate
		+				
		(Distance - 25) jurisdiction central office to school	X	Number of funded students	X	School Distance rate

Using this formula, distance funding for a sample **school jurisdiction** would be calculated as follows:

Distance between **school jurisdiction,** central office and urban centre	200	km
School jurisdiction funded students	2,100	
School jurisdiction distance rate	$ .43	
Distance between **school jurisdiction,** central office and **school**	99.4	km
Funded students at the **school**	100	
School distance rate	$ .30	

Calculation

Distance Funding From Central Office
= (200 - 40) X 2,100 X $ .43
= 160 X 2,100 X $ .43
= $144,480

Distance Funding For Each **School**
= (99.4 - 25) X 100 X $ .30
= 74.4 X 100 X $ .30
= $2,232

Total Distance Funding

Distance from Central Office =	$144,480
Distance from Each **School** =	$ 2,232
Total	$146,712

SECTION 1.A.9
TEACHER ASSISTANTS PROGRAM FUNDING

PURPOSE

This funding is provided to employ more teacher assistants, thereby providing teachers with additional resources so that they can better plan and deliver instruction to individual students and groups of students.

CONDITIONS

1. Funding will be made available on a per student basis to **school boards** based on their current year enrolment for students enrolled in grades 1 to 6 inclusive who attend a **school** operated by the **board**.

REQUIREMENTS

1. A **school board** must provide teacher assistants in some or all of its grades 1 to 6 programs.

2. A teacher assistant must work under the supervision of a teacher in accordance with the *School Act*, Section 13.

3. **School jurisdictions** will ensure that its records document that the funding allocated under this section has been expended for the purposes for which the funding was intended.

4. The Teacher Assistant Program has been extended another year for the 2001-2002 school year. **REVISED**

REFERENCES

Policy, Regulations and Forms Manual

SECTION 1.A.10
EARLY LITERACY FUNDING

PURPOSE

This funding is provided to address the needs of students in grades 1 and 2 who are experiencing difficulties in developing reading readiness and early literacy skills. This will provide school boards with additional human resources that may be flexibly deployed as long as the ultimate benefit of any assignment serves to enhance the early literacy skills of those students identified as at risk.

This funding will also provide early literacy resources and in-service for teachers, other staff and volunteers deployed as part of a board's Early Literacy program.

CONDITIONS

1. A **school jurisdiction** may receive Early Literacy funding for programs provided for **funded students** in grades 1 and 2.
2. Funding will be based on the current year enrolments in grades 1 and 2.
3. **School jurisdictions** must use at least 85 per cent of the funding to hire additional human resources to support classroom teachers in giving students at risk the special help and attention they need. The remaining funding up to a maximum of 15 per cent may be used to purchase early literacy resources, and provide in-service for parents, and for teachers, or other staff deployed as part of the board's Early Literacy program.

REQUIREMENTS

1. A **school jurisdiction** that receives funding for the Early Literacy must provide the program and ensure that there is flexibility in delivery of the program so that all grade 1 and 2 students in the **school jurisdiction** who need early literacy assistance have access to the program.
2. A **school jurisdiction** that receives funding for the Early Literacy must employ additional human resources and may do so under employment conditions the jurisdiction deems most appropriate.
3. A **school jurisdiction** shall ensure its records document that the funding allocated under this section has been expended for the purposes for which the funding was intended.
4. **School jurisdictions** will be required to report revenues and expenditures in their audited financial statements.

PURPOSE

A credit for learning resources at the Learning Resources Centre (LRC) assists eligible **schools** (including band operated and Federal Government administered First Nations schools) in purchasing learning resources from the LRC.

CONDITIONS

1. A learning resources credit will be provided to eligible **schools** that purchase learning resources from the LRC.

2. The amount of the Learning Resource Credit for an eligible **school** is determined by multiplying the number of students enrolled in grades 1 to 12 on September 30, 2000 by the Learning Resource Credit rate. In order for your students to receive the LRC credit, they must be registered with Learning Information Exchange Services (LIES).

REQUIREMENT

1. An eligible **school** is not required to apply for the Learning Resource Credit; Alberta Learning determines the eligible **school's** credit using enrolment information.

CONSIDERATIONS

REVISED

1. The Learning Resource Credit is used by eligible schools to help pay for learning resources from the LRC. At the school's discretion, the Learning Resource Credit would cover 25 per cent while the school pays for 75 per cent.

2. The LRC will charge the regular selling price after the credit amount is fully utilized.

3. Purchase orders will be applied automatically against the credit until the full credit amount is used unless requested otherwise by the ordering eligible **school**. Eligible **schools** that do not want a particular purchase order charged against the credit should clearly state, "DO NOT APPLY THE LEARNING RESOURCE CREDIT" on the purchase order.

4. For annual financial accounting and reporting purposes, eligible **school jurisdictions must** show the amount of credit allocation utilized as Provincial Revenue and also as an expenditure on the Audited Financial Statements.

5. The 2001/2002 Learning Resource Credit ends March 31, 2002.

CONSIDERATIONS (CONTD.)

6. To assist eligible **schools** in managing purchases charged (expended) against this credit, LRC invoices will identify the **school jurisdiction** and **school**, the funding credit used and the credit remaining.

7. If requested, LRC will assist eligible **schools** in managing locally determined credit sub-allocation ceilings on an individual **school** basis.

REVISED 8. Eligible **schools** can visit the LRC website to inquire about the status of their credit. The website address is www.lrc.learning.gov.ab.ca.

SECTION 1.A.12
TECHNOLOGY INTEGRATION FUNDING

PURPOSE

This funding provides additional resources for computer technology in Alberta classrooms to enhance student learning.

CONDITIONS

1. A **school jurisdiction** that receives funding for technology integration must:
    a) purchase technology according to the guidelines for eligible costs;
    b) improve the level of access and equity among the **schools**.

REQUIREMENTS

1. A **school jurisdiction** is not required to apply for technology integration funding. Alberta Learning determines funding on the basis of the **frozen funded student count** for September 30, 2000.

2. A **school jurisdiction** must develop and maintain a three-year technology plan. This plan must include a technology equity policy, which addresses equity of access by students to classroom computers. The plan must be available to staff and the public.

3. Jurisdictions must provide funding to all schools on an equitable basis, taking into consideration the learning needs of the students and the unique circumstances of each **school**.

4. A **school jurisdiction's** technology integration initiatives must be consistent with the direction of the Three-Year Education Plan.

5. **School jurisdictions** must maintain records to verify the technology purchased with technology integration funding.

CONSIDERATIONS

REVISED

1. Technology integration funding is calculated by multiplying the **frozen funded student count** by the technology integration rate. The rates and payment schedules for the next three years are as follows:
    - $43 per funded student for the 2001/2002 school year, paid June 2000
    - $44 per funded student for the 2002/2003 school year, to be paid June 2003
    - $45 per funded student for the 2003/2004 school year, to be paid June 2004.

GUIDELINES FOR ELIGIBLE COSTS

1. The following categories of expenditures represent eligible costs:

   a) computers and computer upgrades that meet minimum identified hardware configurations;

   b) peripherals (e.g., printers for instructional use, peripherals for special needs students, such as adaptive keyboards, switches and voice recognition equipment);

   c) CD-ROM towers when used to increase the number of computers with CD-ROM capabilities;

   d) upgrading of older computers to meet the minimum hardware configurations (e.g., memory, CD-ROM players);

   e) computers purchased on a lease-to-own agreement. Computers under the lease plan must be purchased or replaced on an “evergreen” basis at the conclusion of the plan with the vendor;

   f) software for teacher and student use that supports the attainment of the learner outcomes identified by Alberta Learning; and

   g) networking components within the schools (e.g., hubs, servers, routers, cabling and network cards)

NEW **NOTE**: The guidelines for eligible costs have been in effect since April 1997. They have not been changed for the 2001/2002 school year as funding for the school year was disbursed in June 2000. However, these guidelines will be reviewed prior to disbursement of any new Technology Integration Funding for the 2002/2003 school year.

MINIMUM HARDWARE CONFIGURATIONS

1. Computers purchased or upgraded using Technology Integration Funding must meet or exceed the minimum hardware configurations: NEW

   a. Intel Pentium 100, 16 megabytes of RAM, CD-ROM (or networked CD-ROM device); or
   b. Power Macintosh, 120 MHz or better, 16 megabytes of RAM, CD-ROM (or networked CD-ROM device).

NOTE: The current minimum hardware configurations have been in effect since April 1998. They have not been changed for the 2001/2002 school year as funding for the school year was disbursed in June 2000. However, minimum hardware configurations will be reviewed prior to disbursement of any new Technology Integration Funding for the 2002/2003 school year.

PURPOSE

This funding assists **parents** to help their **children** meet the learner expectations through education in the home.

CONDITIONS

1. Funding may be provided to the supervising board for **home education students** the board has agreed to supervise and provide with learning resources.
2. Additional funding may be provided to the supervising board for **home education students** in grades 7 to 12 enrolled in the Alberta Program of Studies through the Alberta Distance Learning Centre (ADLC) or through Distance Education Consortia operated by **supervising boards** in courses to a maximum of 50 per cent of the cost of the registration fees and the compulsory learning materials for these courses. The cost of ADLC courses funded by Alberta Learning for a **home education student** in a school year will not exceed the home education funding rate.
3. Additional funding may be provided to the supervising **board** for home ed students in grades 1 to 6 taking a full course load of ADLC courses where the total compulsory course costs exceed the 50 percent funding provided by the supervising board to the home ed parents.
4. Students enrolled in grades 1 to 9 and participating in a **blended program** and accessing 50 per cent or more of their education program at **school** may be claimed as **funded students** by the **supervising board**. However, the funding per student will be pro-rated on the percentage of the student's program which is taken at **school** and the percentage of the student's program taken at home.
5. Students enrolled in grades 10 to 12 and participating in a **blended program** and accessing 20 per cent or more of their education program at **school** may be claimed as enrolled students by the **supervising board**. However, the funding per student will be pro-rated on the percentage of the student's program which is taken at **school** and the percentage of the student's program taken at home.
6. In accordance with Section 8 of the Home Education Regulation, a **supervising board** shall provide to a **parent** of a student enrolled in a **blended program** an amount of money using the home education rate which is in proportion to the percentage of the program or courses provided by the **parent**.
7. When a student moves from one supervising board to another after September 30, and the receiving supervising board agrees to purchase learning resources from the Alberta Distance Learning Centre or Distance Education Consortia, Alberta Learning will pay for 50 per cent of the course costs to a maximum of the home education funding rate for the combined ADLC purchases of both supervising boards.

REQUIREMENTS

1. **Parents** are responsible for informing their **supervising board** of their decision to provide a home education program for their **children**. This is done by submitting all parts of the Home Education Regulation Notification Form No. 2 to the supervising board. Form 2 is available from the Alberta Learning website.

2. **Home education students** and their **parents** must live in Alberta on September 30 of the current school year.

3. **Home education students** must receive at least two assessments in each school year by the **school board**.

4. A supervising board must offer annually not less than 50 per cent of basic funding for home education to the **parents** of **home education students** for the purchase of programs of study and instructional materials.

   NEW For elementary home ed students (grades 1 to 6) taking a full course load of ADLC courses, if the total compulsory course costs (net of any applicable refundable deposit) exceeds the 50 per cent funding provided by the supervising **board** to the home ed **parents**, the difference will be covered by additional funding provided by Alberta Learning. This funding may be claimed by submitting a completed form 01AL1.A.13b.

5. Home education funding is based on:

   a) Student registration information in grades 1 to 12 as of September 30 that is reported to the Learning Information Exchange Services by October 4; and

   b) Report of ADLC courses for **home education students** on form 01AL1.A.13a.

   NEW c) Report of additional ADLC course costs for grades 1 to 6 on form 01AL1.A.13b

6. Home education funding for a supervising board is calculated by:

   a) multiplying the number of **home education students** in grades 1 to 12 on the September 30 **count date** by the home education rate; and

   b) adding 50 per cent of compulsory ADLC course costs for students enrolled in grades 7 to 12, as paid for by the supervising board, not exceeding the home education funding rate.

   NEW c) adding the compulsory course costs for home ed students in grades 1 to 6 which exceed the 50 per cent funding provided by the supervising **board** to home education **parents**.

REQUIREMENTS (CONTD.)

7. A **Blended program** consists of a school provided portion and a home education portion. Funding for a supervising board for each student enrolled in a **blended program** on the September 30 **count date** is the sum of the calculations in (a) and (b) as follows:

REVISED

   a) Multiplying the percentage of each student's program in which the student is enrolled in a school provided portion of the education program of the supervising board by the basic instruction funding rate for supervising boards, and

   b) Multiplying the percentage of each student's program in which the student is enrolled in courses as a **home education student** by the home education rate including 50 per cent of the ADLC course costs to the pro-rated portion of the maximum.

Example:

A student in a home education program 40 per cent of the time and a regular program 60 per cent of the time would be funded as follows:

Home education rate	0.40	X	$1088	=	$435.20
Plus course costs to a maximum of 40 per cent of home education rate	0.40	X	$1088	=	$435.20
Regular rate	0.60	X	$4239	=	$2543.40
Total					**$3413.80**

CONSIDERATIONS

1. **School jurisdictions** should have home education policies in place that indicate which programs of study and instructional materials will be considered for reimbursement.

REFERENCES

Home Education Policy 1.1.2

Home Education Regulation 126/99

FRENCH FIRST LANGUAGE UPGRADING FUNDING

PURPOSE

This funding is provided for students in francophone authorities who have insufficient fluency in French to achieve their grade level in Francais.

CONDITIONS

REVISED 1. A **francophone authority** may receive funding for French First Language Upgrading Funding (FFLU) for each eligible **funded student** in grades 1 to 12. It is expected most students would have sufficient fluency in French to access regular programming after three years.

2. Foreign-born students eligible for FFLU funding:

   a) have recently immigrated to Canada;
   b) are non-French speaking; and
   c) are receiving FFLU services.

3. Canadian-born students eligible for FFLU funding:

   a) have homes in which the primary spoken language is not French;
   b) are non-French speaking; and
   c) are receiving FFLU services.

REQUIREMENTS

1. **Francophone authorities** are required to identify FFLU students as either Canadian-born or foreign-born for monitoring purposes.

2. A **francophone authority** is responsible for determining the number of years a student has previously received FFLU services that were funded by Alberta Learning.

3. FFLU funding is based on student registration information for grades 1–12 as of September 30 of the current school year that is submitted to School Finance on Form 01AL1.A.14.

4. **Francophone authorities** that claim FFLU funding must provide services to FFLU students that:

   a) address their linguistic, cultural and academic needs;
   b) place priority on the rapid integration of students in the school and community environment; and
   c) are quantifiable, e.g., a special class, pull-out service, identifiable services provided in a regular classroom and adapted for the individual student. A reduction in class size, by itself, is not an FFLU service.

CONSIDERATIONS

Funded students enrolled in **home education**, **blended programs**, **outreach programs** or **virtual programs** are not eligible for funding under this section.

NEW SECTION

PURPOSE

This funding is provided to address costs resulting from unexpected enrolment growth in areas experiencing unique geographic and economic conditions.

CONDITIONS

1. Funding is based on two different growth formulas; one for in-year growth at the jurisdiction level and another for year-to-year growth at the school level. The following explains the two different growth formulas:

   a) **School Jurisdictions** experiencing growth during the year in grades one to nine will automatically receive additional funding based on their March 1 count.

      School Jurisdictions experiencing in-year enrolment declines will not have their funding adjusted.

   This formula provides for growth in grades one to nine only, as growth in grades ten to twelve is accommodated through the credit enrolment unit funding system.

   b) Also, **school jurisdictions** with individual schools who experience enrolment increases of more than 8% between two consecutive school years, will automatically receive funding for each funded student over the 8% threshold.

REQUIREMENTS

1. In-year growth funding will be based on the net increase of students in grades one to nine between the September 30 and the March 1 count.

   Funding will be calculated at 50% of the total amount which the jurisdiction would be eligible for had the student been enrolled for a full year (i.e. Funding for Basic Instruction, Plant Operation and Maintenance and Transportation).

2. Year-to-year growth funding for individual schools that have enrolment growth of more than eight per cent (8%) over two consecutive school years provides an additional $530 (12.5% of the basic instruction rate) for each funded student over the 8% rate.

SECTION 1.B
SUPPORT BLOCK

PURPOSE

The support block provides for the reasonable costs of plant operations and maintenance, board governance and system administration, student transportation, and boarding students away from home.

TYPES OF SUPPORT PROGRAMS

Funding is provided for:

- plant operations and maintenance to cover the cost of utilities, maintenance and repairs, custodial services, maintenance equipment and shop facilities, and the supervision of this program;

- **board** governance and system administration to cover costs that relate directly to the operations of school boards, superintendents, secretary-treasurers, and their respective staffs, including capital for equipment and facilities; and

- student transportation to cover the reasonable cost of:

    - transporting **eligible students** in rural and urban communities including the supervision of this program and the capital cost of vehicles, equipment, and shop facilities;

    - transporting students who are eligible for special transportation because of their disabilities to and from **school** and to their homes on weekends; and

    - funding for boarding to maintain students in temporary residences away from their home to acquire an appropriate education program.

SECTION 1.B.1
PLANT OPERATIONS AND MAINTENANCE FUNDING

PURPOSE

This funding provides for the maintenance and operations of school buildings that are safe, comfortable, and suitable learning environments for students.

CONDITIONS

1. Funding for plant operations and maintenance is based on:

   a) the number of children in ECS at .5 and the number of **funded students** in grades 1 to 9 and the number of full-time equivalent **funded students** in grades 10 to 12 used in calculating the basic instruction funding;
   b) the area (in square metres) of school facilities in active use for instruction on September 30 for students in grades ECS to 12 or 50 per cent of the area in square metres of closed school facilities that are vacant, but being maintained by **boards**;
   c) the sparsity factor as used to determine sparsity funding for instruction, and the distance factor as used to determine BQRP funding.
   d) to recognize the dispersion of students for a francophone authority they will receive plant operations and maintenance funding at least equivalent to 80 per cent capacity of its schools.

REQUIREMENTS

1. A **school jurisdiction** is not required to apply for plant operations and maintenance funding; Alberta Learning determines a **school jurisdiction's** eligible funding using funded FTE enrolment, school facility area, sparsity, and distance information.

2. **School jurisdictions** must report to Alberta Infrastructure, Learning and Housing Facilities Branch, by December 31 of the current school year:

   a) each active lease of **school** space to other **school jurisdictions** or agencies and the area leased; and
   b) space leased from other **school jurisdictions** or agencies for instructional purposes that has been approved by the **Minister** of Infrastructure or the School Buildings Board. This report must include a scaled drawing of the space being leased and its gross area.

CONSIDERATIONS

1. The areas of school facilities not included for funding purposes are those not in active use for ECS to Grade 12 because they are:

   a) closed and not being maintained by the **board**;
   b) leased to other **school jurisdictions** or agencies;
   c) used for central administration or other support functions.

2. The areas of school facilities that are provided to **school jurisdictions** without charge for utilities and maintenance by external agencies such as Hutterite colonies and private corporations will not be included for funding purposes.

3. School boards leasing facilities for instruction must apply to Alberta Infrastructure, Learning and Housing Facilities Branch by December 31 and receive approval to be eligible for plant operations and maintenance funding.

   a) Applications for **facilities** where there are no capital lease costs shall be forwarded to the **Minister** of Infrastructure for approval; and

   b) Applications for **facilities** where there are capital lease costs shall be forwarded to the School Buildings Board for approval.

4. Percentage increases based on sparsity and distance factors will be applied to total funding dollars.

   The sparsity factor applied is the same as used to determine sparsity funding for instruction and the distance factor is the same as used to determine BQRP funding.

   Percentage increase for **school jurisdictions** in:

Edmonton and Calgary:	0 per cent
Red Deer, Lethbridge and Medicine Hat:	1 per cent
Grande Prairie	2 per cent
Fort McMurray	6 per cent

   Percentage increase for other **school jurisdictions**:

Distance in Km from Calgary or Edmonton	SPARSITY					
	0-0.249	**0.25-0.99**	**1-1.49**	**1.5-1.99**	**2-2.49**	**2.5-3**
0 – 100	0 %	1 %	2 %	3 %	4 %	5 %
100 - 200	1 %	2 %	3 %	4 %	5 %	6 %
200 - 400	2 %	3 %	4 %	5 %	6 %	7 %
400 - 600	4 %	5 %	6 %	7 %	8 %	9 %
Over 600	8 %	9 %	10 %	11 %	12 %	13 %

CONSIDERATIONS (CONTD.)

5. Plant operations and maintenance funding is calculated using the following formula:

Funding =

$$\left(\left(\begin{array}{l}\text{Number}\\ \text{of funded}\\ \text{students}\\ \text{in gr 1-9}\\ \text{plus FTEs based}\\ \text{on gr 10-12 CEUs}\end{array} \mathbf{X}\ \text{Student rate}\right) + \left(\begin{array}{l}\text{Number}\\ \text{of ECS}\\ \text{Children}\end{array} \text{X}\ .5\ \text{X}\ \text{Student Rate}\right) + \left(\begin{array}{l}\text{Area of}\\ \text{School}\\ \text{Facilities}\end{array} \mathbf{X}\ \text{Area Rate}\right)\right) \mathbf{X} \left(\begin{array}{l}\text{Sparsity/}\\ \text{Distance}\\ \text{Adjustment}\\ \text{Percentage}\end{array}\right)$$

Using this formula, plant operations and maintenance funding for a sample **school jurisdiction** would be calculated as follows:

	- **Funded students** plus FTEs	6200
REVISED	- ECS **children**	500
	- Area of school facilities (square metres)	60,000
	- Space leased to other agencies	2000
	- Student rate	$453
	- Area rate	$11.40
	- Sparsity/Distance	2 per cent

Calculation:

Eligible area = Total area - leased area
= 60,000 - 2,000
= 58,000 square metres

Plant operations and maintenance funding
= [(6200 X $453) + (500 x .5 X $453) + (58,000 X $11.40)] X 1.02
= [$2,808,600 + $113,250 + $661,200] X 1.02
= $3,583,050 X 1.02
= $3,654,711

PURPOSE

This funding provides for the effective and efficient administration of **school jurisdictions**.

CONDITIONS

1. Funding for system administration is based on a percentage of the funding a **school jurisdiction** receives from Alberta Learning for:
    a) the instruction of students in **ECS** to grade 12;
    b) plant operations and maintenance; and
    c) student transportation (and boarding).

2. The percentage used in the calculation of system administration funding, is based on a total FTE student count for Grades 1–12 net of home education students and adult students. School **jurisdictions**: REVISED
    a) with fewer than 2000 FTE students receive 6 per cent;
    b) with more than 6000 FTE students receive 4 per cent; and
    c) with between 2000 and 6000 FTE students receive between 6 and 4 per cent on a sliding scale.

3. The following are not included in the instruction block for determination of system administration funding: REVISED
    - Technology Integration Funding
    - Regional Consortia Funding
    - Alberta Initiative for School Improvement
    - Student Health Initiative
    - Teacher Salary Enhancement Funding
    - Emergent Funding
    - Supernet Funding

4. **School jurisdictions** completely funded by Alberta Learning with a mandate to educate resident students or educate students with constitutional rights, are guaranteed a minimum of $300,000 administration funding. Charter schools are guaranteed a minimum of $50,000 in administration funding.

REQUIREMENTS

1. A **school jurisdiction** is not required to apply for board governance and system administration funding; Alberta Learning determines a **school jurisdiction's** eligible funding using information on student enrolments and funding that Alberta Learning provides for instruction, plant operations and maintenance and student transportation.

CONSIDERATIONS

1. System administration funding is calculated as follows:

$$\text{System administration funding} = \left(\begin{array}{c}\text{Instruction Block funding}\\ \textbf{ECS}\text{ -12}\end{array} + \text{Plant operations and maintenance funding} + \text{Student transportation funding} \right) \text{X} \; \text{Per cent based on enrolment}$$

Using this formula, system administration funding for a sample **school jurisdiction** would be calculated as follows:

Instruction block funding (ECS to 12)	$14,000,000
Plant operations and maintenance funding	$1,700,000
Student transportation funding	$1,500,000

Calculation:

Percentage = 5.25 (using sliding scale) based on 3500 FTE's

System administration funding = ($14,000,000 + $1,700,000 + $1,500,000) X .0525

= $17,200,000 X .0525

= $903,000

PURPOSE

This funding is provided to assist students who live away from home in order to access appropriate education programs.

CONDITIONS

1. A **school jurisdiction** may receive boarding funding for **eligible students** whose **parent(s)** reside in the **school jurisdiction**.

2. Funding for boarding is paid if a student is directed by a **board** to attend a **school** under Section 36 of the *School Act* and is enrolled in a special education program or a program of studies prescribed by the **Minister** under Section 25(1) of the *School Act*.

3. Funding for boarding is not paid to a **school jurisdiction** for a resident student who is:

   a) attending a **funded private school** or a **school** of a jurisdiction where the student has been placed by a **parent** without the direction of the **school jurisdiction**, or

   b) attending a **private school** outside Alberta when the education program has not been previously approved by the **Minister**, or

   c) maintained in a temporary residence to attend extra-curricular courses.

REQUIREMENTS

REVISED

1. Payment is made on the basis of the electronic form, "Special Transportation and Boarding" submitted to School Reporting Branch by November 30.

2. The **count date** is September 30.

3. Funding for boarding is calculated by multiplying the number of students eligible for boarding by the boarding rate.

PURPOSE

This funding provides for the efficient transportation of **eligible passengers** in rural **school jurisdictions**.

CONDITIONS

1. A **board** of a **rural district** or **division** which is providing transportation services may receive the following rural transportation funding for each transportation year:

   a) Block Funding Support:
   The support per **eligible passenger** and per **eligible transported ECS child** is the sum of the amounts calculated in i) and ii) following:
      (i) The **density** support is the applicable **density** rate per **eligible passenger** multiplied by the **weighting factor** for each **eligible passenger**. The **density** rate is an annual rate.
      (ii) The **distance** support is calculated on the basis of the **eligible transportation distance** in kilometres for each **eligible passenger** multiplied by the applicable **distance** support rate. The **distance** rate is an annual rate.

   Total Block Funding Support is the aggregate of the amounts calculated for each **eligible passenger** in i) and ii) above.

   b) Inter-school Transportation Support:
   Support to a **board** for a bus providing inter-school transportation to each group, or portions thereof, of 66 weighted **eligible passengers**, is calculated by multiplying the daily kilometres of inter-school transportation which the bus travels times the number of days of inter-school transportation times the support rate.

   c) Bus Modification or Purchase Allowance to Accommodate Wheelchair Passengers:
   Please refer to Section 1.B.5, Special Transportation.

2. Where a **board** of a **rural district** or **division** has under its jurisdiction or transports an **eligible passenger** or **eligible transported ECS child** of a city, town, village or hamlet with a population greater than 10,000, the **board** may be funded for each **eligible passenger** and for each **eligible transported ECS child** residing within those boundaries. The rate applicable is the rate for Urban Transportation. These students cannot be included as **eligible passengers** under the Rural Transportation formula. A **board** of a **rural district** or **division** claiming both urban and rural transportation must have received prior approval from the **Minister**. Applications for approval should be submitted to the School Reporting Branch.

CONDITIONS (CONTD.)

Where a **board** of a **rural district** or **division** has under its jurisdiction a city, town, village or hamlet with a population less than 10,000 and transports an **eligible passenger** or **eligible transported ECS child** residing within those boundaries to a school of a program listed under Item 3 of Considerations under this Section outside those boundaries, the **board** may be reimbursed for each **eligible passenger** and for each **transported ECS child** under the Rural Transportation formula. These students may not be included as **eligible passengers** under the Urban Transportation formula.

Where the net support for student transportation of a board increases or decreases in excess of 3% as a result of a community population reaching 10,000, the adjustment will be determined for that jurisdiction.

Where the net support for student transportation of a rural board decreases in excess of 3% as a result of movement between density grid columns, an adjustment may be determined for that jurisdiction.

3. Block Funding:

   a) If a student who is not a **resident student** of the **board** accesses that **board's** transportation system in accordance with the Student Transportation Regulation, section 4, at a point 2.4 kilometres or more from the school attended, and where there is not a **transportation agreement** or an **education services agreement** between the **resident board** and the **board** providing transportation, the **board** providing transportation service may claim only the **density** support for that student.

   b) If a **board** extends its transportation service outside its jurisdiction boundaries to provide service to a non-resident student not covered by a **transportation agreement** or an **education services agreement** between the **resident board** and the **board** providing transportation, the **board** providing transportation service is not eligible for transportation funding for that student.

   REVISED c) If a **resident student** of a **board** is transported by the **board** to a **school** of the **parent's** choice outside the attendance area or transportation service area of the **designated school** for that student, only **density** support and **distance** support to the nearest **school** may be claimed for that student if he or she is an **eligible passenger.** Where a board has adopted over-lapping **school** attendance or transportation service areas, **density** support and **distance** support to the **school** nearest the student's residence may be claimed.

   d) In the case of a **school jurisdiction** which is providing transportation in only a portion of its area, for those **eligible passengers** residing in the jurisdiction but beyond the transportation service area and are transported through co-operative bussing arrangements with other **school authorities**, area and **density** for the **school jurisdiction** shall be calculated on the basis of the area directly served by the **school jurisdiction** and the **eligible passengers** residing in that area.

CONDITIONS (CONTD.)

e) If a **board** is providing transportation services under an agreement with another **board** and the two **boards** are not sharing a co-terminous area, the area of the **board** receiving transportation services may be added to the transporting board's area for determining the **density** rating for the transporting **board**.

f) Block funding under this section is available only to **boards** operating student transportation systems. A **board** accessing transportation services for its **resident students** through **education service agreements** or **transportation agreements** is not eligible for block funding under this section.

g) Notwithstanding subsection (f), a **board** transporting an **eligible passenger** of another **board** under a transportation agreement to the **designated school** of that **resident board**, who resides outside the transportation service area of the resident board and accesses the bus route of the **board**, may claim the density and the distance support from the **designated school** to the point where the student accesses the bus route for that **school**. The **resident board** may claim only the distance support from the residence of the student to the point where the student accesses the bus route for the **designated school**, at the distance rate received by the transporting **board**.

h) **Funded students with disabilities** transported out of the attendance area with a **school bus** by a **board** on a special route for **funded students with disabilities** may be claimed under this Section using a weight factor of 3 or under Section 1.B.5, whichever is most advantageous to the **board.**

4. ECS Transportation:

a) A **school jurisdiction** that claims ECS Regular Transportation funding must transport, or make arrangements for the transport of **children** attending **ECS programs** at a service level that is consistent with the transportation of students under Section 34 (1) of the *School Act.*

b) A **school jurisdiction** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The total amount of fees charged to ECS **parents** for transportation services shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

c) Each **eligible transported ECS child** transported will be counted as 1.0 weighted passenger in determining block funding support.

d) A **school jurisdiction** may claim **eligible transported ECS children** it transports to programs operated by another **board**, a **private school**, or a **private ECS operator** as **eligible passengers** if the **board** has an agreement with the other **board**, **private school**, or **private ECS operator**.

CONDITIONS (CONTD.)

5. Inter-school Transportation

   a) Inter-school transportation for students whose courses of study require a special facility or equipment not available in the **school** they attend, may be claimed for support provided that:

      - The course of study is prescribed or approved by the **Minister** under the School Act, Section 25;

      - The course of study requires a special facility or equipment not available at the **school** of daily attendance for those students; and

      - The course of study requires the use of the special facility or equipment for at least 18 consecutive weeks.

   b) Work Experience programs and intermittent bussing to such activities as swimming programs are **not** eligible for inter-school transportation support.

REQUIREMENTS

1. Payment is made on the basis of Rural Transportation information submitted electronically to the School Reporting Branch by November 30, and the funding rates for rural transportation.

2. The **count date** for Rural Transportation funding is September 30. Special consideration for the **count date** may be given to **school jurisdictions** experiencing exceptional growth in transportation needs.

3. The **effective transportation area** of a **school jurisdiction** for purposes of calculating **density** support is the **effective transportation area** of the **jurisdiction** as of September 30 in a given year.

REVISED

4. **School jurisdictions** are required to retain the following information on file for a minimum of three years and make it available for review by Alberta Learning upon request:

   a) Maps of overall attendance areas and transportation service areas;

   b) Location of each student's residence (street addresses in towns, villages and hamlets, and where available in rural areas, and legal land descriptions in all other rural areas);

   c) Maps of individual bus routes;

REQUIREMENTS (CONTD.)

d) Records of **route distance** verified by an official(s) of the **school jurisdiction**;

e) A list of names of **eligible transported ECS children** transported by bus and the names and grades of **eligible passengers;**

f) Copies of all overload permits issued under the *Motor Transport Act*;

g) Copies of **education service agreements**;

h) Copies of all exemption certificates issued in accordance with regulations under the *Motor Transport Act* and/or the *Highway Traffic Act*;

i) Copies of **transportation agreements** with **school boards, private schools, charter schools** and **private ECS operators**;

j) Copies of current vehicle inspection certificates issued under the *Highway Traffic Act*; and

k) Copies of contracts with:
  (i) Operators of contracted busses for regular transportation;
  (ii) **Parents** providing transportation indicating the amount to be paid; and
  (iii) Agents providing special transportation for **funded students with disabilities**.

CONSIDERATIONS

1. **First Nations students** as defined in the Glossary of Terms shall not be counted as **eligible passengers**.

2. Funding shall not be paid under this section for a **funded student** or an **ECS child** who is counted under the Special Transportation funding (Section 1.B.5).

3. Transportation support shall be paid from the student's residence to the **school** in the attendance area or transportation service area in which the student resides unless the student is directed by the **board** to attend another **school** for the following:

- **Alternative Language Programs** (including French Immersion and bilingual programs)
- Integrated Occupational Program (IOP);
- Special Education programs to meet the needs of students with severe disabilities;

CONSIDERATIONS (CONTD.)

- High school CTS programs offered to an advanced level in a specialized classroom facility where the course curriculum requires the instructor to have the technical trade qualification (Courses include Mechanics, Fabrication Studies, Cosmetology and Construction Technology);
- **Year Round Education**.

4. Students transported by a **board** to an **on-line program** or an **outreach program** accessing 50 per cent or more of their educational program at a **school** of the **board** or to a **blended program** at a **school** of the **board** may be claimed as **eligible passengers** under Rural Transportation.

PURPOSE

This funding is provided for the efficient transportation of students who can not be accommodated by regular transportation because of their disabilities.

CONDITIONS

1. A **school jurisdiction** may receive special transportation funding for students who, because of their disabilities, require special transportation to attend **school**.

2. Special transportation means transportation established or provided for ECS **children** and **funded students with disabilities** when the **children** and students can not, because of the severity of their disabilities, use the transportation described under Section 4, 6 or 7 of Part 1.B. Program or **school** location is not to be considered when determining eligibility for this funding.

3. Special transportation funding may be provided for **funded students with disabilities** who require special transportation between their residences or boarding places and:

   a) the **school** of a **school jurisdiction**;
   b) a **funded private school**;
   c) a **private ECS operator**; or
   d) a program at an **institution** operated and/or funded by Alberta Learning:
      (i) which the **funded student with disabilities** has been directed to attend by the **school jurisdiction** because the **school jurisdiction** does not operate a suitable program, or
      (ii) which is the closest suitable and available program offered.

4. To claim special transportation funding for a **funded student with disabilities** attending a **funded private school,** the **school jurisdiction** must have directed the student to attend that **school**.

5. **School jurisdictions** may provide special transportation for **funded students with disabilities** on **operating days** or weekends.

Weekend Transportation

6. Weekend transportation may be paid to **school jurisdictions** when **funded students with disabilities** are transported on weekends between their permanent residences and their boarding places by their **parents** and are attending:

   a) the **school** of a **school jurisdiction**; or
   b) a **private school**.

CONDITIONS (CONTD.)

7. Funding for weekend transportation is paid to the **school jurisdiction** of the district or division in which the **parent** of the **funded student with disabilities** resides.

Bus Modification or Purchase Allowance to Accommodate Wheelchair Passengers:

8. Funding may be provided to **school jurisdictions** for up to 100 per cent of approved costs for the purchase of a wheelchair lift or ramp to be installed on a new or used bus if prior written approval is given by the Deputy Minister. Applications should be submitted to the School Reporting Branch.

REQUIREMENTS

REVISED

1. Payment is made on the basis of Special Transportation information submitted electronically to the School Reporting Branch by November 30. Rural **school jurisdictions** are required to submit electronically Special Transportation and Boarding information.

2. The **count date** for special transportation funding is September 30. Special consideration on **count dates** may be given to **school jurisdictions** experiencing exceptional growth in transportation needs.

3. Special transportation funding is calculated by multiplying the number of **funded students** who require special transportation because of their disability by the special transportation rate.

4. Weekend transportation funding is calculated by multiplying the number of **funded students with disabilities** eligible for weekend transportation by the weekend transportation rate.

5. Special transportation funding for ECS **children** is calculated by multiplying the number of **children** with disabilities by the program operation days, then multiplied by the special needs rate.

REVISED

6. Funding for **ECS** in-home visits for the program period is calculated by multiplying the number of scheduled in-home visits (maximum 36) by the special needs transportation rate. See **Glossary** for definition of an **eligible home visit**.

REVISED

7. **School jurisdictions** are required to retain the following information on file for a minimum of three years and make it available for review by Alberta Learning upon request:

REQUIREMENTS (CONTD.)

a) Maps of overall attendance areas and transportation service areas;
b) Location of each student's residence (street addresses in towns, villages and hamlets, and where available in rural areas, and legal land descriptions in all other rural areas);
c) Maps of individual bus routes;
d) Records of **route distance** verified by an official(s) of the **school jurisdiction**;
e) Copies of **education service agreements;**
f) Copies of all exemption certificates issued in accordance with regulations under the *Motor Transport Act* and/or the *Highway Traffic Act.*
g) Copies of **transportation agreements** with **school boards, private schools, charter schools** and **private ECS operators**'
h) Copies of current vehicle inspection certificates issued under the *Highway Traffic Act*, and
i) Copies of contracts with:
    (i) written transportation agreements with agents, organizations, parents or other persons.
    (ii) Records showing the amount to be paid on behalf of **funded students with disabilities** requiring special transportation.

Bus Modification or Purchase Allowance to Accommodate Wheelchair Passengers:

8. The funding provided for bus modifications or purchase allowance for busses to accommodate wheelchair passengers is the amount authorized by the Deputy Minister.

9. To receive funding for authorized bus modifications or purchase allowances, **school jurisdictions** are required to submit proof of payment to the School Reporting Branch. The approved costs will include the portion of GST that is not refundable. This funding is available only once for each bus.

10. A **school bus** which has been purchased or modified to accommodate wheelchair passengers is subject to inspection and licensing by the Motor Transport Board.

PURPOSE

This funding provides for the efficient transportation of an **eligible passenger** in urban **school jurisdictions** other than Calgary and Edmonton.

CONDITIONS

1. A **school jurisdiction** that is an **urban district** or **division** may receive urban transportation funding for each **eligible passenger** and each **eligible transported ECS child.**

2. An **urban district** or **division** may receive funding for a student who is not a **resident student** of the **board** that accesses that **board's** transportation system in accordance with the Student Transportation Regulation, section 4, at a point 2.4 kilometres or more from the school in which the student is enrolled.

3. An **ECS operator** that claims ECS regular transportation funding must transport or make arrangements for the transportation of **children** attending **ECS programs** at a service level that is consistent with the transportation of students under Section 34 (1) of the *School Act*.

4. A **school jurisdiction** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The total amount of the transportation fee charged to **parents** shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding the school board receives from Alberta Learning.

5. An **eligible passenger** or an **eligible transported ECS child** may be counted once under this section.

6. Funding is not provided for transporting students or ECS **children** between **schools**.

7. Where a **board** of an **urban district or division** has a rural area under its jurisdiction and is providing transportation services in that area, the **school jurisdiction** may be funded under the Rural Transportation formula for each **eligible passenger** and each **eligible transported ECS child** residing in the rural area. A **board** claiming both urban and rural transportation must have received prior approval from the **Minister**. Requests for approval should be submitted to the School Reporting Branch.

8. To recognize the dispersion of students for a Francophone authority within an urban area a weighted factor of 3.5 will be used for urban Francophone students being transported.

REQUIREMENTS

REVISED

1. Payment is made on the basis of the Urban Transportation information submitted electronically to the School Reporting Branch by November 30, and the funding rates for urban transportation.

REVISED

2. The **count date** for urban transportation funding is September 30. Special consideration for the count date may be given to school jurisdictions experiencing exceptional growth in transportation needs.

3. Urban transportation funding is calculated by multiplying the number of **eligible passengers** and **eligible transported ECS children** by the urban transportation rate.

4. The funding an urban jurisdiction receives for rural students will be calculated using the Rural Transportation formula. These students cannot be included as **eligible passengers** under the Urban Transportation formula.

NEW

5. **School jurisdictions** are required to retain the following information on file for a minimum of three years and make it available for review by Alberta Learning upon request:
   a) maps of overall attendance areas and transportation service areas;
   b) location of each student's residence (street addresses in towns, villages and hamlets);
   c) maps of individual bus routes;
   d) records of **route distance** verified by an official(s) of the **school jurisdiction**;
   e) a list of names of **eligible transported ECS children** transported by bus and the names and grades of **eligible passengers**;
   f) copies of all overload permits issued under the *Motor Transport Act*;
   g) copies of **education service agreements**;
   h) copies of all exemption certificates issued in accordance with regulations under the *Motor Transport Act* and/or the *Highway Traffic Act*;
   i) copies of **transportation agreements** with **school boards, private schools, charter schools** and **private ECS operators**;
   j) copies of current vehicle inspection certificates issued under the *Highway Traffic Act*; and
   k) copies of contracts with:
      i) operators of contracted busses for regular transportation;
      ii) **parents** providing transportation showing amounts paid.

CONSIDERATIONS

REVISED

1. **First Nations students** as defined in the Glossary of Terms shall not be counted as **eligible passengers**.

REVISED

2. Funding shall not be paid under this section for a **funded student** or an **ECS** child who is counted under the Special Transportation funding (Section 1.B.5).

CONSIDERATIONS (CONTD.)

3. Eligible distance is determined to be the distance from the student's residence to the nearest **school** in the attendance area or transportation service area in which the student resides unless the student is directed by the **board** to attend another **school** for any of the following reasons:
   - **Alternative Language Programs** (includes French Immersion and bilingual programs);
   - Integrated Occupational Program (IOP);
   - Special Education programs to meet the needs of students with severe disabilities;
   - High school CTS programs offered to an advanced level in a specialized classroom facility where the course curriculum requires the instructor to have the technical trade qualification (Courses include Mechanics, Fabrication Studies, Cosmetology and Construction Technology);
   - **Year Round Education**.

NEW 4. Students transported by a **board** to an **on-line program** or an **outreach program** accessing 50 per cent or more of their educational program at a **school** of the **board** or to a **blended program** at a **school** of the **board** may be claimed as **eligible passengers** under Urban Transportation.

CURRENTLY UNDER REVIEW

PURPOSE

This funding provides for the cost of transporting **expected eligible passengers** and **eligible transported ECS children** in the cities of Calgary and Edmonton.

CONDITIONS

1. Edmonton School District # 7, Edmonton Catholic Regional Division No. 7, Calgary School District No. 19 and Calgary RCSSD No. 1 school districts are eligible for urban transportation block funding.

2. Funding is determined using a **school** size "benchmark". The benchmark is the lesser of two values: the jurisdiction's average **school** size and the average **school** size in the four jurisdictions. A benchmark is determined for each of the three levels (elementary, junior high and senior high).

3. The number of **expected eligible passengers** is calculated using the following factors:

   a) the benchmark for each level;
   b) the number of **schools** by level;
   c) the number of **funded students** and ECS **children;**
   d) the residential area;
   e) the number of **funded students with severe disabilities.**

4. The formula used to calculate urban transportation block funding contains the number of **schools** by level, the residential area, and the number of **funded students** attending **school** within the jurisdiction.

5. The **school jurisdictions** in Calgary and Edmonton which are transporting **eligible transported ECS children** to board-operated programs will be eligible for transportation funding under the Urban Block formula. The ECS enrolments will be included in the formula.

6. A **school jurisdiction** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The total amount of the transportation fee charged to **parents** shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding the **school jurisdiction** receives from Alberta Learning.

7. ECS **children** with disabilities who require ECS special needs transportation will be funded outside of the urban block formula at the ECS Special Needs Transportation rate. ECS **children** who qualify for Program Unit Funding (PUF) will not be included in the count of students with severe disabilities.

CONDITIONS (CONTD.)

8. **School jurisdictions** receiving urban transportation block funding must transport or make arrangements for the transport of **children** attending **ECS programs** at a service level that is consistent with the transportation of students under Section 34 (1) of the *School Act.*

9. ECS **children** will be included in the Urban Block funding formula with the following adjustments to the co-efficients/benchmarks:

   - The average elementary **school** size will be adjusted to include ECS **children**,
   - The walk percentage for elementary schools will be reduced from 0.80 to 0.75 for ECS-elementary schools, and
   - The eligible enrolment co-efficient will be reduced from 0.735 to 0.730.

10. The number of **expected eligible passengers** to be included in the urban transportation block funding formula is determined as follows:

(Residential Area X 75.80)	+	**[Funded Students and Children (ECS - 12) X 0.7300]**	=	
LESS:				
0.75 (# of ECS-Elem. Schools)	X	**Minimum of:** **Average ECS-Elem. School size in the jurisdiction or average school size for the 4 jurisdictions.**	=	
0.400 (# of Jr. High Schools)	X	**Minimum of:** **Average Jr. High School size in the jurisdiction or average school size for the 4 jurisdictions.**	=	
0.250 (# of Sr. High Schools)	X	**Minimum of:** **Average Sr. High School size in the jurisdiction or average school size for the 4 jurisdictions.**	=	
		Expected Eligible Passengers	=	

CONDITIONS (CONTD.)

11. The urban transportation block funding a **school jurisdiction** may receive is determined as follows:

$$\textbf{Funding} = \underset{\textbf{Expected Eligible Passengers}}{\underline{\qquad\qquad}} \times \underset{\textbf{Urban Transportation Block Rate}}{\underline{\qquad\qquad}} + \underset{\textbf{[0.8 X Severely Disabled Students (1-12)]}}{\underline{\qquad\qquad}} \times \underset{\textbf{Special Transportation Rate}}{\underline{\qquad\qquad}}$$

12. When a district is accessing the urban transportation block funding and has under its jurisdiction an area included in another municipality, the **school jurisdiction** may be re-imbursed for each **eligible passenger** transported to **school** using the rural transportation formula, or, if the municipality is a city outside of Calgary or Edmonton, for each **eligible passenger** using the urban transportation formula. A jurisdiction currently claiming under this section and seeking to claim either rural transportation (section 1.B.4) funding, or urban transportation (section 1.B.6) funding, must have approval from the **Minister**. Requests for approval should be submitted to the School Reporting Branch.

13. A **school jurisdiction** which has made an arrangement with a **charter school** to transport the **charter school's** students, may include the **funded students** attending the **charter school** for the purposes of calculating the number of expected eligible students. The **charter school** is not counted by the **school jurisdiction** in determining the number of **schools**.

14. The following conditions are used in determining the number of **schools** servicing the three **school** levels in the public and separate school boards in Edmonton and Calgary:

    a) **Institutions, Outreach Schools, Designated Home Education Schools,** and other special schools (schools where the majority of the **funded students** are special needs students) as determined by School Finance are excluded.

    b) An ECS-elementary school with fewer than 75 students is not counted.

    c) An ECS-elementary school with 75 or more students and 3 or fewer grades will be counted as half an ECS-elementary school.

    d) A junior high school with fewer than 75 students is not counted.

    e) A senior high school with fewer than 200 but with 75 or more students is counted as a junior high school.

15. Schools providing **Year round education** will be allocated funding based on eligible passengers transported.

REQUIREMENTS

1. **School jurisdictions** are required to keep the following information on file and available for review by Alberta Learning:

   a) Current **school jurisdiction** transportation policy,

   b) The number of **eligible passengers** and **eligible transported ECS children**, their names, **school(s)** attended and their programs,

   c) The names of **students** who are not attending their local **school**, and the reasons, and

   d) Relevant detailed transportation costs for a particular school year.

CONSIDERATIONS

NEW 1. The basic block formula will continue for the 2001-2002 school year.

NEW 2. An additional $5 million has been provided to address transportation needs. This funding will be allocated on a pro-rated basis to the metro urban boards.

CAPITAL MANUAL

WILL BE POSTED ON THE

ALBERTA LEARNING WEBSITE

IN THE FUNDING MANUAL FOR SCHOOL AUTHORITIES

FOR THE 2001/2002 SCHOOL YEAR

UPON APPROVAL BY ALBERTA INFRASTRUCTURE.

PURPOSE

This funding provides Early Childhood Services (ECS) **children** with a basic **ECS program** to help prepare them for entry into grade 1 and provide a foundation for later success.

CONDITIONS

1. Basic instruction funding is provided to **Early Childhood Services operators** for each eligible **child** enrolled in an **Early Childhood Services Program** offered for:

    a) 475 hours or;

    b) at least 22 in-home visits for each **child** in an **in-home program** during the school year; or

    REVISED c) the equivalent of a combined program of school hours and home visits. A combined program must have a minimum of four visits to qualify for funding. See definition on an **in-home program** in the Glossary.

2. An approved **ECS operator** must be prepared to accept and organize programming for all eligible **children** for whom programming is requested, including **children** with special needs. Included in the Basic Instruction Funding is an additional amount to assist in meeting the needs of the children who are economically or socially disadvantaged.

3. A **child** referred to in Section 24(1)(a) of the *School Act* is not a resident or **non-resident student** of a **board**, therefore, approved **ECS operators** shall not use the residency or non-residency of the **parent** of a **child** in a district or **division** to:

    a) deny access to the program of a **child**; or

    b) differentiate as to the fees charged for the program.

4. The ECS count must not include any **child** counted by another **ECS operator** for funding purposes in the school year. It is the responsibility of the **ECS operator** to ensure that a **child** has not been previously or currently enrolled and counted by another **ECS operator** in the current school year.

5. An **Early Childhood Services operator** that receives provincial funding must ensure that **parents** can access the basic **Early Childhood Services Program** of 475 hours for their **children** without any charge for instruction.

CONDITIONS (CONTD.)

6. An **Early Childhood Services operator** may charge a fee to **parents** of ECS **children** in a basic 475 hour program. However, this fee may be levied only to offset non-instructional costs such as supplies, snacks and field trips. Alberta Learning funding for a basic 475 hour ECS program includes support for instructional salaries and benefits, learning resources, furnishings and equipment. REVISED

7. **Early Childhood Services operators** that offer **parents** more than the basic **Early Childhood Services Program** may charge a reasonable fee to cover the additional costs.

8. A school board may transfer funds provided for programs in grades 1 to 12 to cover costs of **Early Childhood Services Programs**.

9. An individual is not a **child** for ECS purposes, but rather a student in grade 1, if the individual:

   a) is enrolled in grade 1 and attended an **Early Childhood Services Program** in the previous school year; or
   b) has been placed in grade 1 for sound educational reasons because an **Early Childhood Services Program** was not available.

10. All individuals age 5 years and 6 months or older, but less than 6 years are counted as students under the instruction block if they are eligible to enter grade 1 under the school entrance policy of a **school jurisdiction**.

    The exceptions to this condition are cases where:

    a) the **child** has spent less than the number of years in the program for which he/she is eligible for funding, e.g., received less than three years program unit funding; or
    b) the **child** has not enrolled in an **Early Childhood Services Program** until this age; or
    c) the **child** has been assessed as **developmentally immature**. This child is not eligible for special education funding.

    In these circumstances, when in the opinion of the **school jurisdiction** and the **parent**, an **Early Childhood Services Program** is appropriate, the individual is counted as a **child** under ECS.

11. All individuals who are age 6 years or older, but less than 7 years are counted as students for funding purposes except individuals who are:

    a) **developmentally immature** or
    b) entering an ECS program for the first time.

    These individuals (a and b) are counted as **children** under this section.

CONDITIONS (CONTD.)

NEW

An individual who is eligible to proceed to grade 1, but has been assessed as **developmentally immature** and whose program plan involves both ECS and grade 1 instruction may be counted either as a **child** under Part 2 or as a **funded student** under Part 1.

Individuals aged 6 to 7 years old, who require another year of ECS and who have been assessed as having special needs (mild, moderate or severe) must be counted as a student.

12. Under no circumstances can an individual be counted as a student under Part 1 and as a **child** under Part 2 of this manual in the same school year.

REQUIREMENTS

1. New Private ECS Operators

REVISED

The form "Notice of Intent to Operate" will be sent to new **private ECS operators** by their respective Zone Services Branch upon request. New **private ECS operators** will be required to provide a Certificate of Incorporation under the *Societies Act*, or be registered as a non-profit company under Part 9 of the *Companies Act*, or be incorporated under a special act of the Legislature. Also required is documented proof that the ECS facility meets all applicable municipal and provincial public health, safety and building standards requirements, and a signed declaration that the program will operate in accordance with the *School Act*, Section 24.

2. Existing Private ECS Operators

The form "Notice of Intent to Operate" will be sent to **private ECS operators** by their respective Zone Services Branch in June. **Private ECS operators** may be required to provide documentation such as the current status of their Certificate of Incorporation and proof that their facility meets fire and health safety standards.

3. **Private ECS operators** must complete and return the “Notice of Intent to Operate” form to their respective Zone Services Branch by July 31. The information on this form initiates the first payment of the school year.

4. **Private School authorities** that operate **Early Childhood Services Programs** must complete and return a Private School “Annual Operational Plan” which includes an **Early Childhood Services** component as part of that plan by May 31.

5. All **private ECS operators** must advise their respective Zone Services Branch within one week of any changes which occur in facility, society, programs, or teaching staff during the school year. Accredited **private schools** must send a list of any teaching staff changes to their respective Zone Services Branch by September 19, 2001.

REQUIREMENTS (CONTD.)

6. A **private ECS operator** must maintain a blanket fidelity bond with respect to the **private ECS operator** for employees and board members in the amount of $50,000 or the accumulated surplus plus 40 per cent of Alberta Learning funding for the program year (the value of the first payment in the first month of operation), whichever is less.

7. Funding for ECS basic instruction is made on the basis of **child** registration information submitted to Learning Information Exchange Services.

8. Funding for ECS basic instruction is calculated by multiplying the number of eligible ECS **children** by the rate for ECS basic instruction.

For **ECS programs** beginning in September:

9. The **count date** is September 30 and the information must be submitted by October 4 to Learning Information Exchange Services.

For **ECS programs** beginning after September 30:

10. The count will be taken as of the last operating day in the month in which the **ECS program** begins. The information must be submitted within three weeks of that day to Learning Information Exchange Services.

11. If any funding adjustment is required to the enrolment data reported to Learning Information Exchange Services, complete form 94ED01.07 and submit to School Finance.

CONSIDERATIONS

1. Funding for the basic 475 hour **ECS program** provides for instructional salaries and benefits, learning resources, equipment and furnishings.

2. Included in the basic instruction funding is Co-ordination and Parent Resources funding, a per-**child** payment to **ECS operators** for regional **parent** programs and regional co-ordination activities.

3. **ECS operators** who are intending to cease operation of an **Early Childhood Services Program** should refer to the policy under the Miscellaneous Section of this Manual.

4. Alberta Learning has an agreement with the Canadian Copyright Licensing Agency (Cancopy). Most schools in the province are covered in the license. Alberta Learning makes the payment for the license on behalf of all participating **private ECS operators**. The cost of the license, plus GST, is recovered from **private ECS operators** on a full-time equivalent student basis. It is up to the individual **private ECS operators** to apply for any GST rebate from the Government of Canada.

CONSIDERATIONS (CONTD.)

5. Edulink, a multi-functioned data exchange software tool, has been created to help **private ECS operators** and Alberta Learning simplify current data management and exchange processes.

   Alberta Learning will deduct 35¢ plus GST per child on behalf of all **private ECS operators** using Edulink. This deduction will be made in September and based on the prior year frozen funded **child** count for ECS. The deduction will be reflected on the October funding statement. It is up to the individual **private ECS operators** to apply for any GST rebate from the Government of Canada.

   Alberta Learning will forward the maintenance fee of $195,000 to Edmonton Catholic Schools, the host board. This funding will provide for the annual maintenance budget, but it is not sufficient enough to pay for significant changes to the software.

REFERENCES

Advisory Manual on Early Childhood Service (1996)

Kindergarten Program Statement

Early Childhood Services Policy 1.1.3

PURPOSE

Rented portable classrooms may be provided to **ECS** programs when other space is unavailable.

CONDITION

NEW 1. Effective for the 2001-2002 school year, new requests for portable classrooms will no longer be considered. Existing agreements for portable classrooms will continue as required.

REQUIREMENTS

REVISED 1. Existing portable classrooms will continue to be leased by Alberta Infrastructure to the **ECS operator.**

2. The rental fee of $100 per month for existing approval rentals will continue to be deducted from payments. The 7 per cent Goods and Services Tax (GST) will be applied to the monthly fee.

Procedure for Withdrawal of ECS Portables when **ECS Programs** have Discontinued

REVISED 1. When a school board assumes responsibility for an **ECS program** that has been operating in an Alberta Infrastructure ECS portable, will be given the first opportunity to purchase the portable at a nominal rate, subject to Ministerial approval. If the board is not interested in acquiring the **ECS** portable, Alberta Infrastructure will make the necessary arrangements for disposition.

2. For school boards that are presently using Alberta Infrastructure ECS portables, the following procedures are in effect:

REVISED
   a) Alberta Infrastructure will continue with the leases under the current agreements until the portable is longer suitable for the program or until such time as the cost of repair and maintenance can no longer be justified. The portable will then be disposed of by Alberta Infrastructure.
   b) if interested, the school board will be given an opportunity to purchase the portable at a nominal rate, subject to Ministerial approval.

NEW 3. School boards will need to apply under the current Capital Funding Plan if space is required to replace the **ECS** portable.

REFERENCE

School Capital Manual, Alberta Infrastructure, May, 2001

PURPOSE

This funding enables **ECS operators** to provide **ECS** programs designed to meet the special needs of children with mild to moderate disabilities and children who are gifted and talented.

CONDITIONS

1. Special needs funding may be paid to an **ECS operator** for each **eligible child with a mild or moderate disability** or who is gifted and talented. A **child with a mild or moderate disability** is eligible for a maximum of two years funding. To be eligible for funding, children must be at least 3 years 6 months of age on September 1 and less than 6 years of age on September 1.

2. Special needs funding for children with mild and moderate disabilities or children who are gifted and talented will support appropriate interventions as determined and provided by the **ECS operator**.

3. A **child with a mild or moderate disability** who is eligible for grade one (under the school entrance policy) may be eligible for mild-moderate ECS funding if:

   a) the child is at least 5 years 6 months but less than 6 years of age on September 1 of a school year;

   b) has not spent 2 years in an **ECS Program**; and

   c) in the opinion of the school jurisdiction, parent, and ECS operator, the child will benefit from an additional year of **ECS** programming.

REQUIREMENTS

1. Special needs funding is based upon **child** registration information submitted to Learning Information Exchange Services by October 4. Eligible children must be properly coded using exceptional student Code 30 for children with mild or moderate disabilities or 80 for children who are gifted and talented and grants program Code 500 on the electronic SIS registration file or Alberta Learning Student Registration Form in order to receive this funding.

REQUIREMENTS (CONTD.)

2. Recent assessment documentation to support each **child's** designation and identification as a **child with a mild or moderate disability** or a child who is gifted and talented must be kept on file by the **ECS operator**.

3. An Individualized Program Plan (IPP) for each **child with a mild or moderate disability** or a child who is gifted and talented to be developed and kept on file by the **ECS operator**.

4. When assessments of **children with mild or moderate disabilities** or children who are gifted and talented are completed after the enrolment is submitted, and they result in an adjustment or re-designation of any **child** included in the count, complete form 94ED01.07 and submit to School Finance.

5. Funding for **children with mild or moderate disabilities** or children who are gifted and talented is calculated by multiplying the number of **children with mild or moderate disabilities** or children who are gifted and talented (exceptional student Code 30 or 80 and grants program Code 500) on September 30 by the special needs rate.

CONSIDERATIONS

1. **ECS operators** receiving special needs funding must offer programs that meet the needs of **children with mild or moderate disabilities** or children who are gifted and talented.

2. For ECS operators providing a program which primarily serves **children** with special needs (mild, moderate and severe), the **ECS operator** must receive approval to claim this special needs funding for all the **children** with **mild or moderate disabilities** or children who are gifted and talented in the program. Applications should be submitted to the Director, Special Programs Branch.

3. Programs serving children with **mild or moderate disabilities** and children who are gifted and talented may be monitored by Alberta Learning.

PURPOSE

This funding provides for special programs and services to meet the learner requirements of **children** who are economically or socially disadvantaged.

CONDITIONS

1. **ECS Operators** that were approved for project funding will be eligible to continue receiving this funding until the end of 2002/2003, so long as the program continues to meet the requirements.

REVISED

2. **ECS operators** will apply for PEP funding on form 01AL2.4 by May 31 and will be put on a waiting list pending available funding.

3. **ECS programs** with 50 per cent or more **children** who meet the following primary factors and secondary indicators are considered by Alberta Learning when approving PEP projects:

   Primary Factors

   1. high incidence of low income;
   2. high incidence of single **parent** families;
   3. high incidence of unemployment or under-employment;
   4. high frequency of changes in residence;
   5. high incidence of recent arrivals in Canada and low parental faculty with the language of instruction;
   6. high incidence of crime; and
   7. difficult access to services for **children**.

   Secondary indicators

   a) high incidence of alcohol/drug abuse;
   b) high incidence of violence;
   c) evidence of poor nutrition;
   d) limited education and job skills of **parents**;
   e) crowded living conditions.

4. Eligibility for PEP will be determined based on the above criteria and on the appropriateness of the proposed program to address the needs identified in the proposal. **ECS operators** will be informed of their approval for PEP support.

5. Each Program Enhancement Project is eligible for funding up to $21,000. The following costs may be included as part of PEP:

CONDITIONS (CONTD.)

a) Salaries, wages and benefits - for staffing specifically engaged to assist in the implementation of the intervention strategies;
b) Extended Program Hours - the cost of purchasing, through the payment of fees, program hours in excess of the basic ECS program;
c) Contracted Services - the payment of contracts for professional non-instructional services, e.g., psychologists, speech-language pathologists;
d) Materials and Supplies - these must be specific to the intervention strategies;
e) Staff Development - this must be specific to the intervention strategies;
f) **Parent** Education - to enhance **parent** skills in promoting learning;
g) Capital Expenditures - up to a maximum of 10 per cent of the total approved budget;
h) Transportation - to include mileage and travel expenses for staff and/or eligible **children** to facilitate program activities;
i) Administration - up to 5 per cent of the total approved budget.

REVISED 6. **Designated Special Education ECS** Programs are not eligible for PEP funding.

REQUIREMENTS

REVISED 1. Applications for funding of PEP programs must be submitted on form 94ED02.04. Applications must be sent to School Finance by May 31 and PEP Project approvals will be announced by July 30. Funding for PEP will be provided for approved projects offered at each designated site and for designated programs at those sites.

2. ECS operators are responsible for evaluating projects annually as per their submitted plan and for documenting the achieved results.

3. **ECS operators** are subject to a program and financial audit to ensure **children** are receiving the program interventions and/or services proposed by the operator.

CONSIDERATIONS

1. Program Enhancement Project Funding may be made to enable **ECS operators** to provide additional hours of ECS instruction and compensatory programming aimed at raising the preparedness and performance of **children** to the level of **children** in regular programs. The compensatory programming should enhance the **children's** potential for coping and succeeding in **school**.

2. The coordinated delivery of interventions will be enhanced by collaboration with community-based government and private agencies, local **schools** and families. Specific attention should be given to the transition from ECS to grade 1.

3. Projects must demonstrate they are results-based; renewal will be partly contingent upon the evaluation and reporting of results to ECS **parents** and Alberta Learning.

PURPOSE

This funding provides for individual programs for **children with severe disabilities** to meet their educational needs.

CONDITIONS

1. Program Unit Funding (PUF) may be paid to an **ECS operator** for each eligible **child with a severe disability** for a maximum of three years. The funding amount paid will be the lesser of the program unit ceiling, the approved budget total, or the actual cost.

2. To be eligible for funding, **children** must be at least 2 years 6 months of age and less than 6 years of age on September 1.

3. A **child** receiving program unit funding is not eligible for ECS mild/moderate funding.

4. An eligible **child** can be claimed by one **ECS operator** only. The **ECS operator** claiming the **child** is responsible for ensuring the **child** is not claimed by another **ECS operator**.

5. Eligibility for program unit funding will be based on all of the following:

   a) a diagnosis of a disability/condition at the severe/profound level by qualified personnel (note: a diagnosis alone is not necessarily sufficient to qualify for funding);
   b) documentation/assessments of the **child's** current level of functioning in the learning environment;
   c) a current **Individualized Program Plan (IPP)** which addresses the **child's** diagnosed needs; and
   d) the levels of support and services being provided to the **child**.

   To expedite the approval process, assessment information to support the eligibility of the **children** should be submitted with the PUF application. This information should include actual reports, summary information, or a format agreed upon with Alberta Learning. When an ECS operator is uncertain of a **child's** eligibility, the operator is encouraged to discuss the issues of the **child's** eligibility with Alberta Learning prior to making an application.

6. **Eligibility Categories and Criteria**

   ECS operators will use the following categories/codes and related definitions/criteria to determine how best to classify a **child's** disabling condition for program unit funding eligibility purposes:

CONDITIONS (CONTD.)

➨ SEVERE MENTAL DISABILITY (Code 41)

A **child** with a severe mental disability is one who:

a) has severe delays in all or most areas of development;
b) frequently has other disabilities including physical, sensory, medical and/or behavioural;
c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology;
d) should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the **child** preclude standard assessments; and/or
e) has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour scale, Vineland Adaptive Behaviour Scales).

➨ SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY (Code 42)

A **child** with a severe emotional/behavioural disorder is one who:

a) displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the **child** and other **children**;
b) has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression;
c) displays self-stimulation, self-abusive or aphasic behaviour;

or

d) is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder. In the most extreme and pervasive instances, severe Oppositional Defiance Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the **child's** functioning in an education setting should be described. An ongoing treatment plan/behavioural plan should be available and efforts should be made to ensure the **child** has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses not of sufficient severity to qualify include: attention-deficit/hyperactivity disorder (AD/HD), attention deficit disorder (ADD).

CONDITIONS (CONTD.)

Note: **Children** diagnosed with FAE/FAS in the most severe cases should be reported under Code 44 rather than Code 42.

➨ SEVERE MULTIPLE DISABILITY (Code 43)

A **child** with multiple disabilities is one who:

a) has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination, result in the **child** functioning at a severe to profound level; and
b) requires special programs, resources and/or therapeutic services.

Children with a severe disability and another associated disability should be identified under the category of the primary severe disability. For example,

- A **child** with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.
- A **child** with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)
- Emotional Behavioural disabilities

NEW

NOTE: ECS **children** diagnosed with Down's Syndrome in the most severe cases, should be reported under Severe Multiple Disability (Code 43).

➨ SEVERE PHYSICAL OR MEDICAL DISABILITY - including Autism (Code 44)

A **child** with a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, a specific neurological disorder or a medical condition which creates a significant impact on the **child's** ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the **child's** ability to function in the school environment); or
b) requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling.

CONDITIONS (CONTD.)

A **child** with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the **child** with autism.

In order for a diagnosis of autism to be made, the **child** needs to demonstrate difficulties in three broad areas:

a) social interaction,
b) communication, and
c) stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A **child** diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including Alcohol-Related Neurodevelopmental Disorder (ARND) is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the **child** with FAS/FAE. **Children** with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behaviour, learning, attention and concentration - resulting in the need for extensive intervention and support.

➡ DEAFNESS (Code 45)

A **child** with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication;

or

b) has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear;

and

c) requires extensive modifications and specialized educational supports; and/or
d) has a diagnosis by a clinical or educational audiologist.

New approvals require an audiogram within the past 3 years. If a **child** has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

CONDITIONS (CONTD.)

➡ BLINDNESS (Code 46)

A **child** with severe visual impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means;
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision angle of 20 degrees or less.

If a **child** has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning - documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those **children** who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

➡ SEVERE COMMUNICATION DISABILITY (Code 47) - For ECS **children** only.

REVISED

A **child** with a severe communication disability has severe difficulty in communicating with peers and/or adults because of a severe disability in expressive and/or receptive language and/or total language. This typically includes little, if any, expressive or receptive communication skills.

Children who experience a severe communication disorder, as defined here, and have sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive and/or receptive language and/or total language. Results that are at or below the first percentile, on individual components of language (i.e. sentence structure, word structure, sentence recall, etc.) do not meet Alberta Learning criteria for a severe communication disability.

Children whose primary language disability is in the area of phonology are considered to meet criteria for Severe Communication disability under the following conditions:

- A current speech/language assessment identifies the severity of the **child's** phonological delay as falling in the severe to profound range
- The phonological delay is accompanied by delays in the **child's** receptive and/or expressive language
- The phonological delay significantly impacts the **child's** intelligibility
- The impact of the **child's** total language difficulties is such that extensive supports and services are required in order for the **child** to function within an ECS setting.

CONDITIONS (CONT'D)

A speech language assessment report completed within six months prior to the day the **child** begins his/her program must be submitted with the Program Unit application.

REVISED

To facilitate communication skills, these **children** may benefit from small group work or clustering with peers of the same age, and a 475-hour program may be sufficient.

If a **child** has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disability), then the **child** would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS **children** and does not apply for students in grades 1 to 12.

REQUIREMENTS

REVISED

1. Payment of program unit funding is based on the approval of a Program Unit Application form (Form 01AL2.5a). A separate PUF application should be completed for each school that has **children** eligible for PUF. As part of the application, an individual budget must be submitted for each program unit listed on the application. The ECS operator should provide current assessment information to support the PUF application. The completed application, with original signatures, must be submitted to School Finance.

2. The following information pertaining to **children** receiving program unit funding (PUF) must be kept on file by **ECS operators** and made available to the Special Programs Branch on request:

    a) An **Individualized Program Plan (IPP)** for each **child**;
    b) Formal assessment documentation to support the severity of each **child's** special need (a current assessment report must be included with the Program Unit Application);
    c) Informal assessment documentation reflecting current performance levels; and
    d) Summaries of home visits representative of the program over the year; and
    e) Current budget information.

REVISED

REVISED

3. The deadline for applications is January 1. **ECS operators** should plan and budget carefully for the school year as revisions will no longer be accepted. However, extenuating circumstances to this rule may be discussed with Alberta Learning personnel. Applications for **children** who are diagnosed or registered after January 1 will be accepted until May 1.

4. When a **child** leaves a program before the end date specified, a letter of notification must be submitted to the Special Education Branch outlining the following information:
    a) The **child's** program start date and end date; and
    b) An estimated cost of the **child's** program up to the time of departure. If no cost estimate is provided, the approved budget will be pro-rated based on the months the **child** was in attendance at the program.

    The original approved budget total and ceiling will then be reduced.

REQUIREMENTS (CONT'D)

5. When a **child** with a severe disability moves from one **ECS operator** to another, a new program unit application based on the **IPP** must be submitted by the second operator prior to May 1 of the program year.

REVISED

6. At the end of the school year, each **ECS operator** shall report actual expenditures applicable to all program units offered by the **ECS operator**. The expenditures for all program units should be reported on one statement, except program units in **Designated Special Education ECS** programs which should be reported separately.

   - All **private ECS operators** must report actual expenditures in the schedule pertaining to **Early Childhood Services** Program Unit Expenditures in the Audited Financial Statements which are due November 30. Operators of **designated special education ECS programs** that provide a program, which serves primarily **children** with severe disabilities, must also complete this schedule.
   - **School jurisdictions** must report actual expenditures on Form 01AL2.5b, "ECS Summary of Actual Expenditures". A separate ECS Summary of Actual Expenditures must be completed for each approved Designated Special Education ECS program. The completed form must be returned to School Finance by September 22.

NEW

7. If a **child** has a medical condition/disability which has not changed significantly since the initial diagnosis and was previously approved by Alberta Learning, current documentation outlining assessments, treatment and current level of functioning may be sufficient to ensure continuation of Program Unit Funding. This information should be kept on file and available for review by Alberta Learning.

   ECS operators must provide documentation to support continued Program Unit Funding for previously eligible **children** with a severe communication disorder, a severe multiple disability (primarily involving language), or any other condition likely to change significantly as a result of intervention, maturation or changes within the **child's** environment. Documentation must include the following:

   - A statement from the appropriate professional that the **child** continues to demonstrate a severe disability
   - Description of the necessary supports and services the **child** requires as a result of the disability
   - Description of the impact of the disability on the **child's** ability to function within the ECS environment.

   It is the responsibility of the **ECS operator** to ensure that all **children** claimed under PUF meet the criteria outlined. Operators who are uncertain about the eligibility of a **child** are encouraged to contact the Special Programs Branch.

8. A **child's** program hours and/or home visits must be sufficient to meet the **child's** needs. If a combined program of school hours and home visits is provided, the **in-home program** must include a minimum of four in-home visits in order to be

REQUIREMENTS (CONT'D)

included in the ceiling calculation (see example of ceiling calculation on page 13). See definition of **In-Home Program** in Glossary.

REVISED 9. For funding purposes, a full-time program must provide either 800 hours of instructional programming for a **child** in a program unit or a minimum of 36 in-home visits to each **child** in an **in-home program** during the school year, or the equivalent combination of hours and visits.

REVISED 10. Eight Hundred (800) hours is the maximum number of hours that will be funded for ECS **children** receiving program unit funding. Summer programs are not eligible for program unit funding and should not be included as part of the 800 hour maximum. Any programming beyond 800 hours will not be funded under Program Unit Funding.

NEW In some exceptional circumstances, based on an individual **child's** needs, additional program hours may be approved. A written request explaining the reason for the additional program hours must be submitted with the PUF application for approval by the Special Programs Branch. This exception will only be available for the **child's** last year of program unit funding and will be subject to the ceiling maximum and maximum aide time of 950 hours.

REVISED 11. Program Unit funding is supplemental to the Basic Instruction funding. It is intended to cover the additional educational program costs required to meet the **child's** severe special needs.

When completing the budget for program unit costs, budget amounts should approximate anticipated costs. The following specifies the costs which may be included for program unit funding:

a) Instruction

(i) Salaries, wages and employer's portion of benefits and expenditures applicable to teacher assistants directly involved in planning, implementing and evaluating the program for the **child(ren)** in the unit. The number of hours claimed here may exceed the **child's** program hours by up to ten per cent (10%). Clustering and small group program delivery should be considered as alternatives to full-time direct one-to-one assistance.

(ii) Services Purchased – includes services of qualified personnel in the areas of speech therapy, occupational therapy, physiotherapy, mobility training, special education consultation, psychological and other services, and assessment costs for part or all of the program which are not provided free by public service agencies. Costs should be reasonable. Operators must keep records of all services purchased under PUF. All options regarding service delivery should be considered.

REQUIREMENTS (CONT'D)

NEW

On-site Special Education consultation costs will be subject to a maximum of $1,500 per **child** based on a full-time program. For programs less than 800 hours, the $1,500 maximum will be pro-rated based on the program hours and/or number of eligible home visits. For example, special education consultation costs for 475 hours and 6 home visits would be calculated as $\$1{,}500 \times \left(\frac{475}{800} + \frac{6}{36}\right) = \$1{,}141$.

Costs for special education administration and off-site co-ordination may not be claimed in this category. These costs are considered administrative and are more appropriately covered by the administration category or by basic instruction funding.

(iii) Supplies and materials - instructional supplies and materials which are particular to the **child's** program, and are in addition to supplies purchased with basic instruction funding. Costs in this area are usually in the $200 - $500 range per **child**. For costs over this range, please attach a list of supplies to the application. **ECS operators** are encouraged to maintain a resource inventory and an equipment loan pool.

b) Parent In-service - costs for **parents** who attend in-province workshops, seminars, in-service and specialized training sessions specifically related to the **child's** program and designed to enhance the ability of **parent(s)**/guardian(s) to assist in the **child's** development. Costs in this category are usually in the $100 - $400 range per **child**.

REVISED

c) Staff In-service - costs for teachers and teacher assistants who attend workshops, in-service, special courses and seminars related to staff responsibilities in the **child's** program and in parental assistance. Costs in this category are usually in the $200 - $500 range per **child**. Personnel included in Services Purchased are not eligible for Staff In-Service.

d) Transportation

Funding for transportation of ECS **children** is available by separate application through ECS Special Needs Transportation Funding (Section 2.6) and through ECS Regular Transportation Funding (Section 2.7). PUF will pay for any transportation costs not covered by these Transportation grants. In order to determine which transportation costs are covered by PUF, all transportation costs must be listed on the PUF budget, then all transportation revenues (from the above transportation grants) must be deducted from the transportation costs. The following descriptions indicate the types of transportation costs which can be claimed and which transportation grants are available. Note: transportation claims must be submitted to School Finance by December 15 and only **children** who were enrolled by September 30 are eligible.

REQUIREMENTS (CONT'D)

(i) Transportation to and from school: Transportation funding for these costs may be claimed under section 2.6 for a **child** who requires special transportation; e.g. handi-bus, when, because of the severity of his or her disability or because of the **child's** age, the **child** cannot ride regular, rural or urban transportation or under section 2.7 for a **child** who is transported by a regular bus. Transportation costs in excess of the funding paid under section 2.6 or 2.7 may be claimed as transportation costs under program unit funding;

ii) In-Home Programs: Transportation funding for these costs may be claimed under section 2.6 for each scheduled visit made by a teacher, a **child** development specialist or a teacher assistant to the home of a **child** enrolled in an ECS in-home program. Transportation costs in excess of the funding paid under section 2.6 may be claimed as transportation costs under program unit funding;

iii) Other - Field Trips: Transportation costs for this area may be claimed as transportation costs under program unit funding. Field trips claimed must be those provided in addition to field trips for the regular ECS class or for a **child** who, because of his/her disability, requires special transportation on a regularly scheduled field trip; and

iv) In-Program: Transportation costs for this area may be claimed as transportation costs under program unit funding. In-program transportation costs must be specified and must be for transportation of the **child** from one program to another program or agency as part of the **child's** Individualized Program Plan (IPP).

e) Operation and Maintenance

Funding for this area is now provided under Section 2.10 – Plant Operations and Maintenance funding.

f) Administration

Funding for this area is now provided under Section 2.9 – System Administration funding. Costs for this category may no longer be claimed on the PUF budget.

g) Contribution to Capital Fund - expenditures for specialized furniture and equipment required to meet the special needs of the **child**, which are not available free or subsidized by another source.

REVISED i) Prior approval by the Special Education Branch is required for all capital expenditures.

ii) Expenditures should not exceed 15 per cent of the budget total.

REQUIREMENTS (CONT'D)

(iii) For any major purchase, such as computer hardware, FM systems, etc., a written recommendation from an appropriate specialist is required indicating the necessity for the equipment.

(iv) A specialized piece of furniture or equipment no longer used by the **child** remains the property of the **ECS operator**, not of the **child** or **parents** of the **child**. If a **child** changes **schools** in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **child**.

(v) Renovations to a building to be used for the benefit of all **children** in the instructional area are not eligible for support under this section. **School jurisdictions** receive funding for renovations through the Building Quality Restoration Program (BQRP).

vi) Administrative capital purchases cannot be claimed under this category. These should be claimed under Administration.

12. For **designated special education ECS programs** which primarily serve **children** with severe disabilities, the following apply:

REVISED

a) Prior approval is required to qualify for this status. Applications for approval should be submitted to the director of the Special Programs Branch;

b) Operators who qualify for this status may claim all education program costs except capital building costs;

c) A budget based on the total education program costs must be submitted on the special program unit funding application available from the Special Programs Branch for operators with this status;

d) Facility costs: This would include costs such as facility rent, and maintenance of capital equipment owned by the operator and used in the delivery of the **child's** specialized program. NOTE: Facility maintenance and utility costs are now funded under Section 2.10.

REVISED e) Administration: Reasonable costs for administration of the **ECS** program may be claimed here. Costs in this area are typically in the 6% to 12% range.

f) Capital equipment must meet the specific needs of a **child** or a group of **children** to be eligible. An itemized list of capital must be included with the application if costs are claimed in this category; and

REQUIREMENTS (CONT'D)

g) Alberta Learning will apply any related revenues to the total program costs (such as basic instruction funding, mild/moderate funding, Program Enhancement Project (PEP) funding, ECS transportation funding and other applicable revenues) to determine a net program cost total to which the program unit funding will apply.

CONSIDERATIONS

1. A **child with a severe disability** who:

   a) is at least 5 years 6 months but less than 6 years of age on September 1 of the school year in which s/he is counted;
   b) is eligible to enter grade 1 under the school entrance age policy of a **school jurisdiction**; and
   c) has not spent 3 years in an **Early Childhood Services Program**,

   may be eligible for program unit funding if, in the opinion of the **school jurisdiction, parent** and **Early Childhood Services operator,** the **Early Childhood Services Program** is appropriate for the **child**.

2. The calculation of the ceiling amount for a single program unit using examples of a centre-based program, an **in-home program** and a program based on a combination of centre hours and in-home visits is determined as follows:

Calculation of the ceiling for a centre-based program of 500 hours	Calculation of the ceiling for an in-home based program of 10 in-home visits	Calculation of the ceiling for a combined program based on 500 centre hours and 10 in-home visits
500 hrs x $20,864 800 hrs = $13,040	10 visits x $20,864 36 visits = $5,796	500 + 10 X $20,864 800 36 = $18,836

REVISED

3. The maximum program unit rates should be viewed as ceilings only. Provincial averages indicate the cost of most programs to be less than $14,000 per **child**. Careful stewardship of funds by **ECS operators** is integral to the Program Unit Funding program.

NEW

4. The decision to cluster or group **children** into a program unit for programming purposes should be based on the educational needs of the **children** involved. However, it is expected that operators will cluster **children** with similar needs who receive services in the same setting and at the same time whenever possible.

CONSIDERATIONS (CONT'D)

5. For a program unit with more than one **child**, the ceiling is calculated as follows:
   - Choose the **child** with the highest combination of hours and/or home visits. Calculate the ceiling for this **child** as follows:

$$\left[\frac{\#\ \text{hours}}{800} + \frac{\#\ \text{visits}}{36} \times \quad \$20{,}864 \right]$$

   - To this amount, add, for each additional **child** in the program unit as follows:

$$\left[\frac{\#\ \text{hours}}{800} + \frac{\#\ \text{visits}}{36} \times \quad \$5{,}175 \right]$$

Example

For a program unit (cluster) of three **children**, where:

- **child** #1 has 500 hours and 10 home visits
- **child** #2 has 400 hours, no home visits
- **child** #3 has 600 hours and 4 home visits

The ceiling is then calculated as follows:

$$\begin{array}{lcrcr}
 & \left[\frac{500}{800} + \frac{10}{36}\right] \times & \$\ 20{,}864 & = & \$18{,}836 \\
+ & \left[\frac{400}{800}\right] \times & \$5{,}175 & = & \$2{,}588 \\
+ & \left[\frac{600}{800} + \frac{4}{36}\right] \times & \$\ 5{,}175 & = & \underline{\$4{,}456} \\
= & \text{Total ceiling for the unit} & & & \$25{,}880
\end{array}$$

REVISED

6. Funding ceilings will be adjusted when a **child** starts a program after December 31 or when a **child** leaves the program earlier than planned. In these situations, the ceiling will be the lesser of:
   a. a pro-rated ceiling amount of $2,086 per month for the number of months the program runs or
   b. the ceiling amount based on the program hours and/or the # of home visits.

CONSIDERATIONS (CONT'D)

For example, the ceiling amount for a **child** in a four month program with 300 hours and 4 home visits would be calculated as follows:

REVISED

Ceiling calculation for a 4 month program in a 10 month program year
Lesser of: a) $20,864 X 4/10 = $8,346 or c. $20,864 X (300/800 + 4/36) = $10,142 Ceiling amount is $8,346

7. For **ECS operators** who are providing a program for a **child** with a severe disability in the regular ECS classroom:

   The Basic Instruction funding, Part 2, Section 1, is paid on behalf of all **children** in an **Early Childhood Services Program**. Basic Instruction funding is available for **children** with a severe disability who are as young as 2 years 6 months on September 1. This funding supports the day-to-day operating costs of the program, such as teacher salaries, rent, utilities, and supplies. Since these costs would be incurred whether or not a **child** with a severe disability was in the program, they should not be included in the program unit expenditures. Ordinarily, teachers' salaries should not be included as program unit costs because the basic instruction funding supports these costs.

8. For **ECS operators** contracting placement in a Day Care and for Day Cares with approved ECS status the following apply:
   a) In circumstances where a **child** is placed in a day care program because the location is the best place to implement the Individualized Program Plan for the **child**, the fees only for the education component portion of the day may be claimed from program unit funding. The education component should reflect a typical education schedule

   b) Costs for **child** care are not eligible to be claimed under Program Unit Funding.

9. For additional information on providing programs for **children** eligible for Program Unit funding please refer to *ECS Program Unit Funding: A Handbook for ECS Operators* available from the Special Programs Branch.

10. **ECS operators** may appeal program unit funding decisions by contacting the Director of the Special Programs Branch.

REFERENCES

ECS Program Unit Funding: A Handbook for ECS Operators

PURPOSE

This funding enables **ECS operators** to transport a **child** with special needs to and from an **ECS program** and/or transport a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

CONDITIONS

1. Special Transportation

   a) For the purpose of this section, special transportation means transportation established or provided for a **child** with special needs (**mild, moderate** or **severe disability)** when because of his/her disability or because of the **child's** age (2 1/2 to 4 1/2 years old), the **child** cannot ride regular, rural or urban transportation, and therefore special transportation such as a handi-bus is required. Program or **school** location shall not be considered when determining eligibility for this funding.

   b) A **funded student with a disability** who is eligible to enter grade 1 and is at least 5 years 6 months on September 1 cannot be counted for ECS transportation. These **funded students** are to be counted and claimed for transportation by the **school jurisdiction** under the rural or urban transportation funding in Part 1.

2. In-home Program Transportation

   a) For the purpose of this section, in-home transportation means transportation for each scheduled visit made by a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

   b) In-home transportation funding will not be paid for more than the following number of visits to any one home during a program period:

      REVISED i) 36 visits in the case of a program unit **child**, or
      ii) 22 visits in the case of any other **ECS** program.

3. Transportation costs incurred for field trips or other activities cannot be claimed under this funding. (However, these costs can be claimed for **children with severe disabilities** under program unit funding.)

REQUIREMENTS

1. An **ECS operator** that claims ECS special needs transportation funding must transport, or make arrangements for the transportation of children with special needs attending the ECS program.

2. If the transportation of children with special needs is not done by the **ECS operator**, then a contract or signed agreement must be in place with the company or person(s) transporting the children.

3. Payment for **ECS** special transportation funding is made on the basis of Form 01AL2.6, "Early Childhood Services Transportation", which is sent to **ECS operators** by School Finance in August.

   The special transportation funding provided for ECS **children** is calculated by multiplying the number of **children** who require special transportation because of their disability by the number of program operation days. The total transportation days are multiplied by the special needs transportation rate. **ECS operators** must return the completed form to School Finance.

   Funding for in-home visits made by a teacher or other professional is calculated by multiplying the number of scheduled in-home visits by the special needs transportation rate.

4. **ECS operators** are to maintain records of:

   - names of **children** transported;
   - number of days each individual **child** is transported;
   - number of in-home visits;
   - actual costs of transportation; and
   - special transportation provided.

For **ECS programs** beginning in September:

5. The **count date** for transportation funding is September 30. The completed form 01AL2.6 must be submitted to School Finance by November 30.

For **ECS programs** beginning after September 30:

6. The **count date** for transportation will be the last operating day in the month in which the program begins. Form 01AL2.6 must be submitted to School Finance within three weeks of that **count date**.

7. **ECS children** registered after the **count date** are not eligible for special needs transportation funding. Transportation costs for ECS children with severe disabilities eligible to receive Program Unit Funding may be claimed as a Program Unit expense.

CONSIDERATIONS

1. **Private ECS operators** may receive transportation funding if they provide transportation for **children** attending their **ECS programs**.

2. A school board, **private school**, or **private ECS operator** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The amount of the fee shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

PURPOSE

This funding enables **ECS operators** to provide transportation for ECS **children** to and from their **ECS** program.

CONDITIONS

1. **Children** who reside at least 2.4 kilometres from the **ECS program** in which they are enrolled will be eligible for transportation funding.

2. A child with special needs (mild, moderate or severe) who requires transportation to and from school is eligible for this funding. If a claim is made under this section, no other transportation funding to and from the **ECS program** may be claimed.

3. Transportation costs incurred for field trips or other activities cannot be claimed under this funding. (However, for **children** with severe disabilities, these costs can be claimed under the program unit funding.)

4. A **child** older than 5 years and 6 months of age on September 1 is eligible under this section only when that **child** has been assessed as **developmentally immature** and is not claimed under Section 1.A.1, Basic Instruction.

REQUIREMENTS

1. An **ECS operator** that claims ECS regular transportation funding must transport, or make arrangements for the transportation of, **children** attending **ECS programs**.

2. If the transportation of children is not done by the **ECS operator**, then a contract or signed agreement, must be in place with the company or person(s) transporting the children.

3. To apply for regular ECS transportation funding, **ECS operators** are required to complete Form 01AL2.6. All **children** being claimed under rural, urban or urban block transportation will be claimed on the appropriate form.

For **ECS programs** beginning in September

4. The **count date** for transportation funding is September 30. The completed form 96ED02.06 must be submitted to School Finance by November 30.

For **ECS programs** beginning after September 30

5. The **count date** for transportation will be the last operating day of the month in which the program begins. Form 01AL2.6 must be submitted to School Finance within three weeks of that date.

REQUIREMENTS (CONTD.)

6. **ECS children** registered after the **count date** are not eligible for regular transportation funding.

CONSIDERATIONS

1. **School jurisdictions** that provide transportation for an ECS **child** will claim the **child** as either an **eligible passenger** under rural transportation, urban transportation or urban transportation block. For further details please refer to Section 1.B.4, Rural Transportation; Section 1.B.6, Urban Transportation; and Section 1.B.7, Urban Transportation Block.

2. **Private ECS operators** may receive transportation funding if they provide transportation for **children** attending their **ECS programs**.

3. A **private ECS operator** may receive transportation funding for each ECS **child** eligible for transportation and transported by:

    i) a **school bus**;
    ii) a public transit system; or
    iii) a **parent** where the **private ECS operator** does not provide bus services.

4. **Private ECS operators** may enter into agreements with **school jurisdictions** for the transportation of **children** enrolled in their programs. Funding for these **children** will be claimed by the **school jurisdictions** providing the transportation service.

5. A school board, **private school**, or **private ECS operator** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The amount of the fee shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

6. **Private ECS operators** who do not have a contract with a **school jurisdiction** and make their own transportation arrangements will be funded at the urban rate for each **eligible transported ECS child**.

PURPOSE

This funding is provided to address the needs of children in **Early Childhood Services (ECS) programs** who are experiencing difficulties in developing reading readiness and early literacy skills. This will provide **ECS operators** with additional human resources that may be flexibly deployed as long as the ultimate benefit of any assignment serves to enhance the early literacy skills of those children identified as at risk.

This funding will also provide for early literacy resources and in-service for ECS teachers, other staff and volunteers deployed as part of the **ECS operator's** early literacy program.

CONDITIONS

1. An **ECS operator** may receive Early Literacy funding for programs provided for **children** enrolled in an **ECS program**.
2. In order to access funding, an **ECS operator** must indicate they are providing components of a new or enhanced Early Literacy program on their Notice of Intent.
3. Funding will be based on the current year enrolment with a minimum of $1200 available to each **ECS operator**.
4. **ECS operators** must use the funding provided for additional human resources, the assessment and diagnosis of children, the acquisition of early literacy resources or to provide in-service for parents, and for ECS teachers, or other staff that may be deployed as part of the Early Literacy program.
5. If an **ECS operator** receives minimum funding, there is no requirement to hire additional human resources for the Early Literacy program. Smaller **ECS operators** are encouraged to work with other school authorities to purchase or co-ordinate Early Literacy services for their children.

REQUIREMENTS

1. An **ECS operator** that receives funding for Early Literacy must provide the program and, unless Condition 5 (above) applies, must ensure that there is flexibility in delivery of the program so that all **children** who need early literacy assistance have access to the program.
2. An **ECS operator** that receives funding for Early Literacy must employ additional human resources unless Condition 5 applies. Such additional staffing shall be under employment conditions that the **ECS operator** deems most appropriate.
3. An **ECS operator** shall ensure its records document that the funding allocated under this section has been expended for the purposes for which it was intended. An **ECS operator** will be required to report revenues and expenditures in the audited financial statements.

PURPOSE

This funding provides for effective and efficient administration of **Early Childhood Services (ECS) Operators**.

CONDITIONS

1. Funding for administration is based on a percentage of TOTAL **ECS** funding an **ECS Operator** receives from Alberta Learning for:

   a) basic instruction;
   b) special needs funding (including program unit funding);
   c) transportation;
   d) plant operation and maintenance, and
   e) early literacy.

2. The percentage used in the calculation of administration funding is based on the number of FTE **children** using a ratio of .5 FTE per **ECS** child.
   Two (2) **ECS** children = 1 FTE.
   Early Childhood Service Operators:

   a) with fewer than 2000 FTE **children** receive 6 per cent;
   b) with more than 6000 FTE **children** receive 4 per cent; and
   c) with between 2000 and 6000 FTE **children** receive between 6 and 4 per cent on a sliding scale. (See example in Considerations.)

REQUIREMENTS

1. An **ECS Operator** is not required to apply for administration funding; Alberta Learning determines an **ECS Operator's** eligible funding using information on student enrolments and funding that Alberta Learning provides for instruction, special needs funding, plant operations and maintenance and student transportation.

CONSIDERATIONS

NEW

1. The formula for calculating the percentage used in the determination of ECS Administration Funding for **ECS Operators** with between 2,000 and 6,000 FTE children is as follows:

   6% - [(FTEs – 2,000) x 2% ÷ 4,000]

   For example, the percentage for a school authority with 4,000 FTE children is calculated as follows:

   6% - [(4,000-2,000) x 2% ÷ 4,000]
   = 6% - [2,000 x 2% ÷ 4,000]
   = 6% - .01
   = .05 or 5%

PURPOSE

This funding provides for the maintenance and operations of school buildings that are safe, comfortable and suitable learning environments for children.

CONDITIONS

1. Funding for plant operations and maintenance is based on:

REVISED
   a) the number of **children** in **ECS** at 0.5 FTE;
   b) the area in square metres is based on an allocation of forty (40) square metres for every twenty-five (25) **children** in the program or portion of 25 children.

REQUIREMENTS

1. An **ECS Operator** is not required to apply for plant operations and maintenance funding; Alberta Learning determines an operator's eligible funding using funded FTE enrolment, square metres based on enrolment, sparsity, and distance information.

CONSIDERATIONS

NEW

1. Example of calculating Plant Operations and Maintenance funding for an **ECS** program of 15 children.

   (# children x rate per child) + (Area rate per 25 children)
   = (15 x $227) + ($456)
   = $3,361

2. Example of calculating Plant Operations and Maintenance funding for an ECS program of 40 children.

NEW

   (40 x $227) + [$456 x 2]
   = ($9,080) + ($912)
   = $9,992

   $456 is provided for every 25 children or portion of 25 children

SECTION 3.1
BASIC INSTRUCTION FUNDING

PURPOSE

REVISED This funding provides support to **private schools** for the instruction of students in core programs, complementary programs and programs for students with special needs and students who are gifted and talented.

CONDITIONS

REVISED 1. All private schools eligible for funding must follow the same requirements for teaching the Alberta Programs of Study as public schools.

2. Basic instruction funds are provided for each **private school funded student**. It is expected that the private school will pool special education funds and allocate them to meet the needs of students with special needs.

3. New **schools** must obtain accreditation through the Governance and Program Delivery Branch. Final approval is given by the **Minister**. Newly qualifying **private schools** will indicate:

   a) The **school** is operated on a non-profit basis and is incorporated under the *Societies Act* or registered under Part 9 of the *Companies Act* or an act of the Legislature; and

   b) The **parents** of **funded students** enrolled in the **school** are ordinarily residents of Alberta. (*School Act*, Section 236)

4. A **funded private school** must keep in force a blanket fidelity bond with respect to the private school for all employees and board members in an amount acceptable to the **Minister**. The amount that is acceptable to the **Minister** shall be $50,000 or the amount of the accumulated surplus plus 40 per cent of Alberta Learning funding for the program year (the value of the first payment in the first month of operation), whichever is less.

   Agents may refer to this as a “commercial blanket bond”. With blanket bonding, no criminal investigation need be made before bonding and the insurance company need not assign blame for the **school** to be reimbursed in the event of defalcation of funds.

5. a) To receive funding a **private school** must have seven (7) or more students from two (2) or more families enrolled who continue to be enrolled in the **school**.

   b) A **private school** accredited through the Governance and Program Delivery Branch and approved by the **Minister** will be required to provide instruction to students for a minimum of one year before it is eligible for public funding unless otherwise approved by the **Minister**.

CONDITIONS (CONTD.)

c) Approvals for a **Designated Special Education Private School (DSEPS**) are obtained annually from the **Minister** by submitting a request to the Director of the Special Programs Branch. Designated eligible categories of students with special needs served and the eligible enrolment will be reviewed.

6. Payments to a newly qualifying **private school** will begin when all funding conditions have been met to the satisfaction of the **Minister**. Applications should be submitted to the Governance and Program Delivery Branch. Payments will discontinue if the **private school** fails to meet one or more funding conditions.

7. The following conditions apply to **Designated Special Education Private Schools** for students who have mild or moderate special needs:

REVISED

a) A **school jurisdiction** that directs a student to a **Designated Special Education Private School** will pay all program costs which are not covered by funding provided by Alberta Learning to the **DSEPS.**

NEW

b) The **Designated Special Education Private School** must advise parents of the need to discuss their child's mild or moderate special needs eligibility and placement options with the resident school jurisdiction prior to enrolment in the DSEPS. After consulting with the resident school jurisdiction about a special education program for their child, parents may make an informed decision on the most appropriate placement for their child. If parents then choose to send their child to a **DSEPS**, full funding will be paid directly to the **DSEPS**, with no cost to the school jurisdiction. These students must be coded by the DSEPS using the 110 code with the 50's (mild/moderate) code and the 500 funding code.

If a parent enrolls their child in a designated special education private school without consulting with the resident school jurisdiction on the child's eligibility for a special needs program, the **DSEPS** will only be eligible for basic support funding of $5,115 (rather than full funding of $8,330) for these students. Basic support funding includes funding for basic instruction, transportation, and plant operation and maintenance. These students must be coded by the **DSEPS** using the 50's mild/moderate code and the 500 funding code – the 110 code must **not** be used for these students.

REVISED

c) The **DSEPS** will report all students enrolled in their school to Learning Information Exchange Services. **Designated Special Education Private schools** will also notify **school jurisdictions**, in writing, of resident students from their board who are registered at the **DSEPS**. The **school jurisdiction** will then forward a copy of this notification confirming the students listed to the Director of School Finance, Alberta Learning to initiate payment of funding.

REVISED

d) Alberta Learning will fund **Designated Special Private Schools** directly for students with mild/moderate disabilities who were placed by parents prior to September 30, 1998. These **students** will be funded as long as they are attending the **Designated Special Education Private School.**

CONDITIONS (CONTD.)

REVISED

e) For students transferring from a **school jurisdiction** to a **designated special education private school** after September 30 in a school year (or vice versa), funding will be transferred on a pro-rata basis. The funding transferred would be paid for the months remaining in the school year. However, if the student returns to the **school jurisdiction**, the funding would then be returned by the **private school** on a pro-rated basis. No pro-rated funding will be provided by Alberta Learning to the **DSEPS** for students enrolled after September 30.

NEW

f) A **Designated Special Education Private School** that has students with severe disabilities is entitled to Basic Support funding of $5,115 per student and Severe Disabilities funding of $12,738 per student (or $10,885 per student with an emotional/behavioural disability).

8. Where the enrolment in a **private school** drops by more than fifty (50) per cent in a school year, the **Minister** may authorize a reduction in payments due the school.

9. Course Completions in Grades 10 to 12

a) Basic instruction funding for senior high school students is provided based on the principle that instructional services are provided and courses are completed.

b) A course is considered completed for funding purposes when a student:

(i) has received a passing mark of fifty (50) per cent or more in a course, or in the case of a diploma examination course, on the **school** awarded mark for the course; or

REVISED

(ii) has received a mid-term mark, and has earned a mark of twenty-five (25) per cent or better in the course according to the student evaluation policies of the **private school**, and Alberta Learning, and has:

- responded to instruction in at least fifty (50) per cent of the course content, or
- attended at least fifty (50) per cent of the classes in the course.

REVISED

c) a one credit CTS course is considered completed for funding purposes when it is demonstrated that the student has responded to the instruction in at least fifty (50) per cent of the course content. If a student withdraws after responding to at least fifty (50) per cent of course content, these one credit courses should then be reported as withdrawn but eligible for funding.

NEW

d) Courses delivered to students on-line or by distance learning do not require students to attend classes and therefore, the attendance funding criteria would not be applicable. Funding will be provided when the requirement that the student has completed 50 per cent of the course content is met.

CONDITIONS (CONTD.)

NEW

e) Schools are required to maintain and retain records required to substantiate funding claims as follows:

   i) for regular (non-CTS) courses schools must maintain records of course withdrawal, student attendance, mid-term and final marks. In cases where a student has NOT attended at least 50 per cent of the offered classes, the school must maintain course outlines and assessment records for student work in the course.
   ii) for CTS courses, schools must maintain course outlines and assessment records for student work in the course that demonstrate the student has completed at least 50 per cent of the course content as described in the module/general learner expectations.

f) Students are not restricted in the number of credits they can complete in a school year.

NEW

g) Students who complete a CTS course but cannot be given a passing mark should be reported as incomplete but eligible for funding.

10. **Payment Provided for Funded Students in Grades 10 to 12**

Basic instruction funding for senior high school students is provided:

a) For credits in senior high school courses completed during regular day-time hours, weekends, evenings and the summer months;
b) At a rate of 2.5 CEUs for senior high school courses with a credit value of 3;
c) For all CTS courses, funding based on one CEU per course;
d) For credits in senior high school courses completed during weekends, evenings, and the summer months if instruction is provided for a minimum of:

   i) 80 hours for a five credit course; and
   ii) 48 hours for a three credit course.

   If a student completes grade 9 in June of a school year and takes a grade 10 course in the summer months, the student will be eligible for funding;

e) For credits in Alberta Distance Learning Centre (ADLC) courses paid for by a **funded private school** for students whose marks are reported by the ADLC and for which Alberta Learning is invoiced by the **school jurisdiction** for the credits completed (form 01AL3.1a);
f) For RAP, Work Experience, Special Projects and other credit courses involving substantial off-campus instruction;
g) For repeated courses as long as instruction is provided in accordance with the same requirements as for first time courses;
h) For high school credit courses completed that may not otherwise be counted toward a high school diploma (e.g. ESL 1125);
i) For credits earned through locally developed senior high school credit courses, where instruction is provided;

CONDITIONS (CONTD.)

j) For credit-bearing religious education courses, where instruction is provided;
k) For credits in Special Projects 10 - 20 - 30 courses;
l) For students in senior high schools who take full year junior high courses; 5 credits are paid for each course completed (form 01AL3.1b);
m) For full-time students with special needs who are 15 years of age or older on September 1 and classified as senior high students with special needs, at the basic instruction rate per student. No additional funding is provided for courses completed;
n) For each credit bearing an Integrated Occupational Program (IOP) number at 5/3 the rate for each credit completed;
o) For each full-time English as a Second Language (ESL) student identified as being enrolled in ESL 1120, 1121, 1122, 1123, 1125, at the rate of 17.5 credits per student. No additional funding is provided for courses completed;
p) For credits granted through **Challenge Assessments** at twenty (20) per cent of credits for courses completed;
q) For credits in only one course when two French as a Second Language courses are taken concurrently;
r) For courses with variable credits that are completed but failed by students, on the basis of the number of credits for which the courses were taken;

11. **Payment Not Provided for Funded Students in Grades 10 to 12**

Basic instruction funding for students in grades 10 to 12 is **not** provided for:

a) waived or retro-active credits;
b) maturity credits;
c) courses completed by non-resident students and **First Nations students** as defined in the Glossary of Terms;
d) high school credits taken by junior high school students (except for summer courses) this includes CTS modules completed by students in junior high school and Heritage Language credit courses.
e) post-secondary courses, including those that have been approved as locally developed courses;
f) credits granted through evaluation of out-of-province courses;
g) extra-curricular or co-curricular activities, such as competing on an athletic team; and
h) more than one level of a course (e.g., Math 30 or 33) accessed during the same period of instructional delivery.

NEW

12. Schools may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context.

    (a) When **schools** integrate a CTS course with a non-CTS course the following shall apply:

        i) the teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course

CONDITIONS (CONTD.)

ii) prior to registration, schools provide information to parents and students about the philosophy of each of the integrated courses, the outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses
iii) information and counselling services make clear that registration in an integrated course is optional
iv) students have access to a minimum of 25 hours of instruction per credit
v) teachers offer each of the integrated courses in accordance with the approved programs of study
vi) students meet the standards specified in the 1-credit CTS course for all outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component
vii) the CTS course and the non-CTS course must be graded separately, and credit must be awarded and reported separately
viii) if a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first
ix) a student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

(b) An “incomplete” status occurs when a student is registered throughout a course yet does not complete all of the learner expectations. An incomplete completion status has no associated mark(s). A course completion status of INC (incomplete) may only be used for CTS courses. No mark is submitted when a course completion status of INC is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met.

A “withdrawal” status occurs when a student is unable to complete the course. A course completion status of WDR (withdrawal) may be used for all courses. No mark is submitted when a course completion status of WDR is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met. The “withdrawal” status with the funding flag set to (Y) should only be used when it has been determined that the student will not be returning in the following term to complete the course.

REQUIREMENTS

1. New **funded private schools**

The form “Annual Operational Plan” will be sent to new **funded private schools** by the Governance and Program Delivery Branch. New **funded private schools** will be required to provide a Certificate of Incorporation under the *Societies Act* or a non-profit company registered under Part 9 of the *Companies Act* or a special act of the Legislature, documented proof that their facility meets all applicable municipal and provincial public health, safety and building standards requirements, and a signed declaration that the program will operate in accordance with the *School Act*, Section 22.

REQUIREMENTS (CONTD.)

2. Existing **funded private schools**

   The form, "Annual Operational Plan", a comprehensive Notice of Intent to Operate, will be sent to **funded private schools** by the Zone Field Services Branches in April. **Funded private schools** may be required to provide documentation such as the current status of their Certificate of Incorporation and proof that their facility meets fire and health safety standards.

3. **Funded private schools** should complete and return the "Annual Operational Plan", to their respective Zone Field Services Branch by May 31. Information on this form initiates the first payment of the coming school year.

REVISED

4. All **funded private schools** must advise their respective Zone Field Services Branch within one week of any changes which occur in facility, society, or programs during the school year.

REVISED

5. Accredited **private schools** must send an updated list of teaching staff (based on teachers employed as of September 14) to their respective Zone Field Services Branch by September 19, including those who have been hired subsequent to May 31, 2001. Any changes to teaching staff after September 15, should be submitted to their respective Zone Field Services Branches within one week of any changes.

6. Basic instruction funding is based on:

   a) Student registration information in grades 1 to 9 as of September 30 that is reported to Learning Information Exchange Services by October 4;
   b) Course completion information for students in grades 10 to 12 as provided by the following:

      i) Student Information System for specific enrolment;
      ii) Student Records System / Course Information Database System (CIDS) for course marks; and
      iii) Forms 01AL3.1a for exceptions, this completed form should be submitted to School Finance by November 15, 2001;
      iv) **Schools** are required to maintain and retain for a period of 7 years, records of student attendance, mid-term and final marks, and course withdrawal for students in grades 10 to 12. Where a student accesses instruction in a manner other than classroom instruction, schools must maintain course outlines and assessment records of student work for the learner expectations of the course.

7. Basic instruction funding for a **private school** is calculated for:

   a) grades 1 to 9 by multiplying the number of **funded students** on the **count date** by the basic instruction rate; and
   b) grades 10 to 12 by multiplying the completed Credit Enrolment Units by the CEU rate.

REQUIREMENTS (CONTD.)

8. If an adjustment is required to the enrolment data reported to Learning Information Exchange Services on September 30, please make the changes to your modification file.

9. After receiving your first RACERS data any modification required can be submitted electronically using the Add Change Delete Form (form 01AL1.A.1c).

CONSIDERATIONS

1. When a student transfers from one high school to another during a term in which a course is offered, the **funded private school** that provided the majority of instructional minutes may request the funding from Alberta Learning.

2. For resident students of the government, the department will deduct all revenues from the total program costs reported by the **funded private schools**.

3. Alberta Learning has an agreement with the Canadian Copyright Licensing Agency (Cancopy). Most schools in the province are covered in the license. Alberta Learning makes the payment for the license on behalf of all participating **funded private schools**. The cost of the license, plus GST, is recovered from **funded private schools** on a full-time equivalent student basis. It is up to the individual **funded private schools** to apply for any GST rebate from the Government of Canada.

4. Edulink, a multi-functioned data exchange software tool has been created to help simplify current data management and exchange processes.

   REVISED The Association of Independent Schools and Colleges in Alberta has agreed its membership will provide the necessary funds to support Edulink for a three-year period. Alberta Learning will deduct 35¢ plus GST per **funded student and ECS child** on behalf of all **funded private schools**. This deduction will be made in September and based on the prior year's frozen **funded student and ECS child** count. The deduction will be reflected on the September funding statement. It is up to the individual **funded private schools** to apply for any GST rebate from the Government of Canada.

   Alberta Learning will forward the maintenance fee of $195,000 to Edmonton Catholic Schools, the host board. This funding will provide for the annual maintenance budget but is not sufficient to pay for significant changes to the software.

PURPOSE

This funding provides for programs that meet the special education needs of students with severe disabilities.

CONDITIONS

1. Eligibility for severe disability funding will be based on **all** of the following:

   i) a diagnosis of a disability/condition at the severe/profound level by qualified personnel (note: a diagnosis alone is not necessarily sufficient to qualify for funding);
   ii) documentation/assessments of the student's current level of functioning in the learning environment;
   iii) a current Individualized Program Plan (IPP) which addresses the student's diagnosed needs; and
   iv) the levels of support and services being provided to the student.

   Funded private schools will use the following categories/codes and related definitions/criteria to determine a student's disabling condition for severe disabilities funding eligibility purposes:

   ➨ **SEVERE MENTAL DISABILITY** (Code 41)

   A student with a severe mental disability is one who:

   a) has severe delays in all or most areas of development;
   b) frequently has other disabilities including physical, sensory, medical and/or behavioural;
   c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology;
   d) should have a standardized assessment that indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and/or
   e) has scores equivalent to the severe to profound levels on an adaptive behavioural scale (e.g., American Association on Mental Deficiency Adaptive Behaviour Scale, Vineland Adaptive Behaviour Scales).

CONDITIONS (CONTD.)

➨ SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY (Code 42)

A student with a severe emotional/behavioural disorder is one who:

a) displays chronic, extreme and pervasive behaviours that require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the student and other students.

b) has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression;

c) displays self-stimulation, self-abusive or aphasic behaviour;

or

d) is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder. In the most extreme and pervasive instances, severe Oppositional Defiance Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an educational setting should be described. An ongoing treatment plan/behavioural plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses not sufficiently severe enough to qualify include: attention-deficit/hyperactivity disorder (AD/HD), and attention deficit disorder (ADD).

Note: Students diagnosed with FAE/FAS in the most severe cases should be reported under Code 44 rather than Code 42.

➨ SEVERE MULTIPLE DISABILITY (Code 43)

A student with multiple disabilities is one who:

a) has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination, result in the student functioning at a severe to profound level; and

b) requires special programs, resources and/or therapeutic services.

CONDITIONS (CONTD.)

Students with a severe disability and another associated disability should be identified under the category of the primary severe disability.

A student with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

A student with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)
- Emotional Behavioural disabilities
- Speech and Language related disabilities

➨ **SEVERE PHYSICAL OR MEDICAL DISABILITY** - including Autism (Code 44)

A student with a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the student's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment); and

b) requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling.

A student with severe autism or other severe pervasive developmental disorders is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with autism.

In order for a diagnosis of autism to be made, the student needs to demonstrate difficulties in three broad areas:

a) social interaction;
b) communication; and
c) stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

CONDITIONS (CONTD.)

A student diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including Alcohol-Related Neurodevelopmental Disorder (ARND), is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with FAS/FAE. Students with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behaviour, learning, attention and concentration, resulting in the need for extensive intervention and support.

➡ **DEAFNESS** (Code 45)

A student with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 to 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication;

or

b) has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear, and
c) requires extensive modifications and specialized educational supports; and
d) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a student has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

➡ **BLINDNESS** (Code 46)

A student with severe vision impairment is one who:

a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means;
b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

REVISED

If a student has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

CONDITIONS (CONTD.)

For those students who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

2. Valid assessments or medical documentation confirming the disabling conditions must be retained on file and made available to the Special Programs Branch on request.

3. Severe disability funding for all students attending a **Designated Special Education Private School**, will be based on September 30 enrolments as reported by the **Designated Special Education Private School** to the Learning Information Exchange Services. Severe disability funding will be paid directly to the **Designated Special Education Private School** for eligible students with a severe disability. For students with severe disabilities who transfer to a school jurisdiction from a **Designated Special Education Private School** after September 30, severe disabilities funding will be transferred from the **Designated Special Education Private School** to the jurisdiction on a prorated basis.

REVISED

4. If a student has a medical condition/disability which has not changed significantly since the initial diagnosis and was previously approved by Alberta Learning, current documentation outlining assessments, treatment and current level of functioning may be sufficient to ensure continuation of severe disability funding.

5. Once a student is approved for severe disabilities funding, a review of eligibility will occur no more than every three years. The eligibility of new students may be reviewed in the first year they are claimed. Alberta Learning may audit claims approved for severe disabilities funding.

REVISED

6. Students enrolled in an on-line, outreach, blended or home education program are not eligible for severe disability funding unless there are extenuating circumstances and prior approval has been obtained by submitting the request to the Director, Special Programs Branch by December 1.

7. Funded private schools providing an approved institutional program may not claim severe disabilities funding for students with severe disabilities who are funded through Institution Program Funding.

REQUIREMENTS

1. **Funded students with severe disabilities** claimed for this funding must receive three or more of the following levels of support:

   a) frequent specialized one-on-one instruction/intervention (e.g., teaching assistant time);
   b) specialized or adaptive equipment;
   c) assistance for basic care (e.g., toileting, grooming, catheterization);

REQUIREMENTS (CONTD.)

d) frequent documented monitoring of medical and/or behaviour status; and,
e) direct therapeutic service at cost to the system (e.g., behaviour specialist, orientation and mobility specialist).

2. **Funded private schools** must develop and implement an **Individualized Program Plan** (IPP) supported by appropriate medical, psychiatric, psychological or other professional documentation for each **funded student with a severe disability** identified and attending the private school.

3. a) Severe disability funding is based on student registration information for grades 1 - 12, as of September 30, that has been submitted to Learning Information Exchange Services by October 4. Monitoring of students with severe disabilities may commence earlier than the deadline for submission to Learning Information Exchange Services. To facilitate the monitoring process, private schools are asked to submit a list of students with severe disabilities to the Special Programs Branch before October 4.

REVISED b) Adjustments to the number of students with severe disabilities reported to the Learning Information Exchange Services on September 30 may be made up to November 30. Please provide the names of the student(s), Alberta Learning ID number, school and exceptional code to the Special Programs Branch.

REVISED 4. Students who are registered with **a school authority** on September 30 and are approved as having a severe disability, who then move to a funded **private school** during the school year, may be claimed for pro-rated severe disabilities funding by the funded **private school**. Pro-rated funding for applicable students may be claimed using the March 1 enrolment count date. For any students where this situation applies, the funding provided will be 6/12's of the rate for students with severe emotional/behavioural disabilities or 6/12's of the rate for all other severe disability categories.

REVISED This would also apply to students who move from an institution (such as a hospital program, young offender centre, etc.) to a funded **private school**. Funding provided to the **school authority** where the student was originally registered will not be affected or pro-rated.

REVISED This pro-rated funding using the March 1 enrolment count will also apply to newly identified/diagnosed students with severe disabilities who were not identified by the original **school authority** but were identified as a student with a severe disability after transferring to a funded **private school**.

NEW Funded private schools should identify these students to Learning Information Exchange Services using the March 1 enrolment count date and provide a list of the students and documentation including monitoring forms, assessments, and Individualized Program Plans to the Special Programs Branch.

REQUIREMENTS (CONTD.)

REVISED

5. For students with a severe disability who were not registered with any school authority as of September 30, and who are registered in a funded **private school** after September 30, may be claimed for pro-rated severe disabilities funding. Funding for students who qualify under this requirement may be claimed using the March 1 enrolment count date. Funding provided will be 6/12's of the rate for students with severe emotional/behavioural disabilities and 6/12's of the rate for other severe disabilities categories.

NEW

Funded private schools should identify these students to Learning Information Exchange Services using the March 1 enrolment count date and provide a list of the students and documentation including monitoring forms, assessments, and Individualized Program Plans to the Special Programs Branch.

6. Severe disability funding for a **funded private school** is calculated by multiplying the number of **funded students with severe disabilities** by the severe disabilities funding rates.

7. **Funded private schools** are required to report expenditures for students with severe disabilities.

REFERENCES

2001-2002 Handbook for the Identification and Review of Students with Severe Disabilities

PURPOSE

This funding for resident students of the government enables **funded private schools** to provide education programs that meet the education needs of resident students of the government. This funding is no longer available for new students, however it continues for resident students of the government approved in 1997/1998.

CONDITIONS

1. Funding for this category has been discontinued. Commencing in 1998/1999, students in this category will be considered residents of the **school jurisdiction** in which they reside.

2. Students who were enrolled in **private schools** as resident students of the government in 1997/1998 will be "grandfathered" (for funding purposes) for as long as they remain a resident student of the government in a **private school**. The students who have been "grandfathered" are resident students of the government because they are in the custody of a director of Child Welfare, or have a guardian appointed under the Child Welfare Act. If their status as resident student of the government changes, they will no longer be eligible for funding in this category.

3. Where two or more students under therapeutic foster care reside in a Therapeutic Foster Home or Advance Treatment Home, that home is considered to be a group home and the students are eligible for **resident student** of the government funding.

4. A student who is 18 years of age on September 1 of the school year and who is no longer in the custody of a director is not eligible as a **resident student** of the government.

5. If a **resident student** of the government is less than 18 years of age on September 1 of the school year and meets the custody requirements, the student will continue to be a **resident student** of the government for the remainder of the school year, even if the student turns 18 years of age and no longer has status under Child Welfare.

CONSIDERATIONS

1. To determine the number of **full-time equivalent students** in a program, students should be counted for the full month if they begin before the 15th, or if they continue after the 15th of the month. Any period of time less than this will be pro-rated using the actual number of days the student attended the program for the month.

2. A **funded private school** providing an educational program for resident students of the government will be responsible for assuring that the program is of comparable quality to other programs provided by that **funded private school**.

REQUIREMENTS

1. For each student claimed, **funded private schools** must attach to their funding application a Resident Student Notification form from Family and Social Services. When claiming for students in Therapeutic Foster Homes, **funded private schools** must verify that two or more students under therapeutic foster care reside in the home.

2. Funding will be provided using Form 89ED03.03 “Resident Students of the Government Funding”, which is sent to **funded private schools** by School Finance in August. This form is used for both advance and final payments. The initial payment for the school year will not be released until the final claims for the preceding school year are submitted.

   Funded private schools should apply for the advance payments using a **count date** of September 30. Upon completion of the program, the **funded private school** must submit a final Form 89ED03.03 providing the number of resident students of the government and the tuition fee or net program cost. **Funded private schools** must keep a record of resident students of the government and if students cease to be enrolled during the school year, costs will be pro-rated on the final claim.

3. **Funded private schools** will be compensated for reasonable costs of programs for resident students of the government. If the **funded private school** does not have a set schedule of fees by category of program, fees will be determined by calculating reasonable costs of programs, including transportation, minus any education funding provided for the students.

PURPOSE

This funding provides for programs for students in **institutions** such as hospitals, young offender centres, treatment centers, youth assessment centers, and women's shelters. These are students who have been placed in the institution because they pose a danger to themselves or others, or they require extensive therapies, or they require protection and care.

CONDITIONS

1. **Funded private schools** authorized to provide an educational program in an institution operated or approved by the Government of Alberta may qualify for institutional program funding. This applies to students who reside in an institution or a group home with an educational program approved by Alberta Learning and who are:
   a) in the custody of Alberta Justice under the *Corrections Act*, the *Corrections and Conditional Release Act* (Canada), the *Young Offenders Act* (Canada), or
   b) in the custody of a director of Child Welfare, or have a guardian appointed under the *Child Welfare Act*, or
   c) a temporary resident of a women's shelter and requires protection from physical, psychological or sexual abuse;
2. Funded private schools must have approval from the Minister and a contract/agreement with Alberta Learning in order to provide an educational program to students in the institution. Application for program approval should be submitted to the Director of the Special Programs Branch of Alberta Learning.

REQUIREMENTS

Funded private schools with a contract or approval to provide an education program in an institution will be required to:

1. Ensure all eligible institutional students are registered as funding code 550, in order to receive Institutional Funding for the students.
2. **REVISED** Submit for approval a budget of reasonable and eligible costs, using form 01AL1.A.6 to the Special Programs Branch by April 15 for the following school year. The budget will be approved by June 30.
3. **NEW** Any substantial changes to costs, after the budget is approved, shall be submitted by letter to the Special Programs Branch for approval.
4. **REVISED** Submit a statement of actual program costs and revenues using form 01AL1.A.6 to School Finance by October 15 of the following school year. Funding will be based on the net actual cost of providing the program, for costs approved on the budget.

REQUIREMENTS (CONTD.)

5. Keep a daily attendance record for all students.

6. Provide an Annual Institutional School Profile Report form for the previous school year to the Special Programs Branch by October 15.

7. Ensure that the program provided in the institution is of comparable quality to other school programs provided by the **funded private school**. The institution's educational program shall be considered an integral part of the funded private school and subject to the same level of planning, evaluating and reporting required by provincial and local policy.

CONSIDERATIONS

1. Alberta Learning will provide funding to cover those program costs outlined in the contract/agreement for eligible students in institutions.

2. Students attending an education program in an approved institution on a day basis (rather than residing in the institution) are not eligible for Institutional Program funding. Funding for these students is provided from other sources such as Basic instruction Funding, Severe Disabilities funding, etc.

3. For confidentiality and **student** safety reasons, women's shelter programs are not required to submit a listing of **student** names and **student** ID numbers with their actual costs. These programs do not need to claim Basic Instruction funding as the full program cost will be covered by Institutional Program funding. Students in a women's shelter program who return to a regular school program within fifteen (15) days of the September 30 count date, may be eligible for basic instruction funding in that school authority. For more details, see section 8.1, condition #3. REVISED

4. School authorities providing an approved institutional program may not claim severe disabilities funding for students with severe disabilities who reside in the institution and who are funded through Institution Program Funding. NEW

PURPOSE

Funding for home education assists **parents** to help their **children** meet the learner expectations through education in the home.

CONDITIONS

1. Funding may be provided to **funded private schools** for **home education students** they have agreed to supervise and provide with learning resources.

2. Additional funding may be provided to **funded private schools** for **home education students** in grades 7 to 12 enrolled in the Alberta Program of Studies through the Alberta Distance Learning Centre (ADLC) or through Distance Education Consortia operated by **school authorities** in courses to a maximum of 50 per cent of the cost of the registration fees and compulsory learning materials for these courses. The total cost of ADLC courses funded by Alberta Learning for a **home education student** in a school year will not exceed the home education funding rate.

NEW

3. Additional funding may be provided to **funded private schools** for home ed students in grades 1 to 6 taking a full course load of ADLC courses where the total compulsory course costs exceed the 50 percent funding provided by the supervising **private school** to the home ed parents.

4. Students enrolled in grades 1 to 9 and participating in a **blended program** and accessing fifty (50) per cent or more of their educational program at **school** may be claimed as **funded students** at the **private school** rate by the supervising funded **private school**. However, the funding per student will be pro-rated on the percentage of the student's program which is taken at **school** and the percentage of the student's program taken at home.

5. Students enrolled in grades 10 to 12 and participating in a **blended program** and accessing twenty (20) per cent or more of their educational program at **school** may be claimed as enrolled students at the **private school** rate by the supervising **private school**. However, the funding per student will be pro-rated on the percentage of the student's program taken at **school** and the percentage of the student's program taken at home.

6. In accordance with Section 8 of the Home Education Regulation, a **school authority** shall provide to a **parent** of a student enrolled in a **blended program** an amount of money using the home education rate which is in proportion to the percentage of the program or courses provided by the **parent**.

CONDITIONS (CONTD.)

7. When a student moves from one **funded private school** to another after September 30, and the receiving **funded private school** agrees to purchase learning resources from Alberta Distance Learning Centre or Distance Education Consortia operated by **school authorities**, Alberta Learning will pay for fifty (50) per cent of the course costs to a maximum of the home education funding rate for the combined ADLC purchase for both **school authorities**.

NEW

8. Students enrolled in an on-line, outreach, blended or home education program operated by a private school are not eligible for severe disability funding unless there are extenuating circumstances and prior approval has been obtained by submitting the request to the Special Programs Branch.

REQUIREMENTS

1. **Parents** are responsible for informing the **resident board** of their decision to provide a home education program for his/her child. This is done by submitting all parts of the Home Education Regulation Notification Form No. 2 to the **funded private school** by August 15 and Part A to their **resident board** if the home education program is being supervised by a **funded private school**. Form 2 is available from the Alberta Learning website. (http://io.edc.gov.ab.ca/newmenu/index.htm - Department Initiatives/Policy, Regs, and Form Manual)

2. Funding for home education is based on student registration information as of September 30 that has been submitted to Learning Information Exchange Services by October 4.

3. **Home education students** and their **parents** must live in Alberta on September 30 of the current school year.

4. **Home education students** must receive at least two assessments in each school year by the **funded private school** that has agreed to supervise the program.

5. A **funded private school** must offer annually no less than (fifty) 50 per cent of basic funding for home education to the **parents** of **home education students** for the purchase of programs of study and instructional materials.

NEW

For elementary home ed students (grades 1 to 6) taking a full course load of ADLC courses, if the total compulsory course costs (net of any applicable refundable deposit) exceeds the 50 per cent funding provided by the supervising **funded private school** to the home ed **parents**, the difference will be covered by additional funding provided by Alberta Learning. This funding may be claimed by submitting a completed form 01AL1.A.13b.

REQUIREMENTS (CONTD.)

6. Home education funding is based on:

   a) Student registration information in grades 1 to 12 as of September 30 that is reported to Learning Information Exchange Services by October 4; and

   b) Report of ADLC courses for **home education students** on form 01AL3.1a.

   NEW c) Report of additional ADLC course costs for grades 1 to 6 on form 01AL1.A.13b.

7. Home education funding for a **funded private school** is calculated by:

   a) multiplying the number of **home education students** in grades 1 to 12 on the September 30 **count date** by the home education rate; and

   b) adding 50 per cent of compulsory ADLC course costs for students enrolled in grades 7 to 12, as paid for by the **funded private school**, not exceeding the home education funding rate.

   NEW c) adding the compulsory course costs for home ed students in grades 1 to 6 which exceed the 50 per cent funding provided by the supervising **funded private school** to home education **parents**.

8. A **blended program** consists of a school provided portion and a home education portion. Funding for a **private school** for each student enrolled in a **blended program** on the September 30 **count date** is the sum of the calculations in (a) and (b) following:

   a) Multiplying the percentage of each student's program in which the student is enrolled in a school provided portion of the **education program** at the **private school** by the basic instruction funding rate for **private schools**; and

   b) Multiplying the percentage of each student's program in which the student is enrolled in courses as a **home education student** by the home education rate including 50 (fifty) per cent of the ADLC course costs to the pro-rated portion of the maximum;

Example:

A student in a home education program forty (40) per cent of the time and a regular school program sixty (60) per cent of the time would be funded as follows:

REVISED

Home education funding	0.40	X	$1088	=	$435.20
Plus course costs to a maximum of 40 per cent of home education rate	0.40	X	$1088	=	$435.20
Regular rate	0.60	X	$2544	=	$1526.40
Total					**$2396.80**

CONSIDERATIONS

1. **Funded private schools** should have home education policies in place that indicate which programs of study and instructional materials will be considered for reimbursement.

REFERENCES:

Home Education Policy 1.1.2
Home Education Regulation 126/99

PURPOSE

A credit for learning resources at the Learning Resources Centre (LRC) assists accredited **private schools** in purchasing learning resources from the LRC.

CONDITIONS

1. A learning resources credit will be provided to eligible **schools** that purchase learning resources from the LRC. For the purpose of this funding, eligible **schools** means accredited **private schools**.
2. The amount of the Learning Resource Credit for an eligible **school** is determined by multiplying the number of students in grades 1 to 12 on September 30 by the Learning Resource Credit rate. In order to receive the LRC credit, student s must be registered with Learning Information Exchange Services.

REQUIREMENT

1. An eligible **school** is not required to apply for the Learning Resource Credit; Alberta Learning determines the eligible **school's** credit using enrolment information.

CONSIDERATIONS

1. The Learning Resources Credit is used by eligible schools to help pay for learning resources from the LRC. At the schools discretion, the LRC credit would cover 25 per cent, while the school pays for 75 per cent.
2. The LRC will charge the regular selling price after the credit amount is fully utilized.
3. Purchase orders will be applied automatically against the credit until the full credit amount is used unless requested otherwise by the ordering eligible **school**. Eligible **schools** that do not want a particular purchase order charged against the credit should clearly state, "DO NOT APPLY THE LEARNING RESOURCE CREDIT" on the purchase order.
4. NEW For annual financial accounting and reporting purposes, eligible private schools must show the amount of credit allocation utilized as “Provincial Revenue” and also as an expenditure on the Audited Financial Statements.
5. The 2001/2002 Learning Resource Credit ends March 31, 2002.
6. To assist eligible **schools** in managing purchases charged (expended) against this credit, LRC invoices will identify the funding credit used and credit remaining.
7. Eligible **schools** can visit the LRC web site to inquire about the status of their credit. The website address is www.lrc.learning.gov.ab.ca.

PURPOSE

This funding is provided to address the needs of students in grades 1 and 2 who are experiencing difficulties in developing reading readiness and early literacy skills. This will provide funded private schools with additional human resources that may be flexibly deployed as long as the ultimate benefit of any assignment serves to enhance the early literacy skills of those students identified as at risk.

This funding will also provide funding for early literacy resources and in-service for teachers, other staff, and volunteers deployed as part of the funded private school's Early Literacy program.

CONDITIONS

1. Early Literacy will initially be funded for three years. At the end of the three years the effectiveness of the Initiative will be assessed.

2. A **funded private school** may receive Early Literacy funding for programs provided for **private school funded students** in grades 1 and 2.

3. In order to access funding, a **funded private school** must indicate on the annual operational plan submitted by May 31 of the previous year, that it is providing Early Literacy programs for grades 1 and 2.

4. Funding will be based on the current school year enrolments in grades 1 and 2.

5. **Funded private schools** must use at least eighty-five (85) per cent of the funding to hire additional human resources to support classroom teachers in giving students at risk the special help and attention they need. The remaining funding up to a maximum of fifteen (15) per cent may be used to purchase early literacy resources, or to provide in-service for parents, and for teachers, or other staff deployed as part of the **school's** Early Literacy program.

6. If funding allocated to a **funded private school** under this section is not expended for the purposes, conditions, and requirements specified in this section, the funding allocated to the **funded private school** may be recovered.

REQUIREMENTS

1. A **funded private school** that receives funding for the Early Literacy Initiative must provide the program and ensure that there is flexibility in delivery of the program so that all grades 1 and 2 students in a **funded private school** who need early literacy assistance have access to the program.

2. A **funded private school** that receives funding for the Early Literacy Initiative must employ additional human resources and may do so under employment conditions that the **funded private school** deems most appropriate.

3. A **funded private school** shall ensure its records document that the funding allocated under this section has been expended for the purposes for which the funding was intended.

4. **Funded private schools** will be required to report on the number of students served and their level of achievement. **Funded private schools** will be required to report revenues and expenditures in their audited financial statements.

SECTION 4.1
FRENCH LANGUAGE PROGRAMS FUNDING

PURPOSE

This funding for French Language programs is provided by the Federal Government and is distributed to **school authorities** by Alberta Learning to assist students in learning French.

CONDITIONS

1. Under an agreement between the Governments of Canada and Alberta, **school authorities** may receive federal funds for providing instruction in French for funded students in ECS to grade 12. Three categories of instruction involving French are funded: REVISED

    a) Francophone Education Programs (French programs offered under section 5(1) of the *School Act*);
    b) French as a Second Language courses (French programs offered under section 25 of the *School Act*; and
    c) Alternative French Language Programs (French programs offered under section 6 (1) and 6 (1) (a) of the *School Act*, including French Immersion).

2. Those Francophone Regional authorities that have directed a **funded student** to attend College Mathieu in Gravelbourg, Saskatchewan, may include that **funded student** on the application form for funding under this section.

3. An individual who is a **First Nations student** is not eligible under this section.

REQUIREMENTS

1. A **school authority** offering an Alternative French language Program may, by resolution, authorize the commencement of an Alternative French Language Program in a **school** and upon passing the resolution shall inform the **Minister** in writing.

2. A **school authority** must develop, keep current and implement written policies and procedures consistent with provincial policies and procedures for: REVISED

    a) Francophone Education Programs (previously French First Language Programs);
    b) French as a Second Language courses; and
    c) Alternative French Language Programs (previously French Immersion Programs).

3. French language funding is based on French program student enrolments as of September 30 (reported to Learning Information Exchange Services by October 4) and the hours of French instruction for the school year (including both semesters for grades 10-12) for the above reported students. REVISED

CONSIDERATIONS

1. To use grants program code 230 (French as a Second Language courses) the program should fall within the normal range of student instructional hours per year:

ECS to Grade 9	40 to 125 hours per student / year
* Grades 10 to 12	125 to 130 hours per student / year

* Schools will indicate 250 hours for students who take two 5-credit FSL courses in one year.

2. To use grants program code 211 (Alternative French Language Programs), or 221 (Francophone Education Program) the French language program should fall within the guidelines below:

	Minimum Number of Student Instructional Hours Per Year
ECS	238 hours per **child** / year
Grades 1 to 6	475 hours per student / year
Grades 7 to 9	380 hours per student / year
** Grades 10 to 12	(10 credits) 250 hours per student / year

** The 250-hour minimum refers to students who take one 5-credit French language arts or Français course and one other 5-credit course taught in French such as social studies or mathematics in one year.

3. Payment is determined using the concept of full-time equivalent (FTE).

- In Alternative French Language Programs and Francophone Education Programs, an FTE **funded student** means a **funded student** who:

  - receives 712 hours of instruction per year in ECS to grade 6 (75 per cent of 950 hours of instruction per year); or,
  - receives 570 hours of instruction per year in grades 7 to 9 (60 per cent of 950 hours of instruction per year).
  - receives 600 hours of instruction per year in grades 10 to 12 (60 per cent of 1000 hours of instruction per year).

- Entitlement is calculated by multiplying the number of eligible FTE students by the per **funded student** rate specific to this section.

CONSIDERATIONS (contd.)

4. The funding entitlement in a French as a Second Language course is calculated using the following formula:

Grades ECS to 9

$$\text{Funding Rate Per FTE } \textbf{Funded Student} \times \frac{\text{Instructional Hours per Year}}{\text{950 Hours}} \times \text{Number of } \textbf{Funded Students} \text{ in the program}$$

Grades 10 to 12

$$\text{Funding Rate Per FTE } \textbf{Funded Student} \times \frac{\text{Instructional Hours per Year}}{\text{1000 Hours}} \times \text{Number of } \textbf{Funded Students} \text{ in the program}$$

5. Students in Alternative French Language and Francophone Education programs who receive less than an average of 475 hours of instruction per year in grades 1 to 6, less than an average of 380 hours of instruction per year in grades 7 to 9 and less than an average of 250 hours of instruction per year in grades 10 to 12 are funded according to the funding rates for French as a Second Language course using the above formulas.

6. Early Childhood Services children who receive less than an average of 238 hours of French language instruction per year in Early Childhood Services are funded according to the formula for French as a Second Language using the above formulas.

7. If the alternative French Language or Francophone Education programs do not meet the minimum hours specified, use the grant program code 230 – French as a Second Language.

8. The following grant rate estimates for 2001-2002 are provided for planning purposes only. Final grant rates will be confirmed once all enrolments for 2001-2002 are compiled.

PROGRAM	RATE
Francophone education program K-6	$130 per FTE
Francophone education program 7-12	$245 per FTE
Alternative French Language Program K-6	$100 per FTE
Alternative French Language Program 7-12	$160 per FTE
FSL courses K-6	$65 per FTE
FSL courses 7-12	$90 per FTE

REFERENCES

Policy, Regulations and Forms Manual
French as a Second Language and French Immersion Policy 1.5.2

PURPOSE

REVISED This funding is provided for **charter schools** which have been granted flexibility and considerable autonomy to implement non-traditional educational programs to expand the range of educational opportunities available to students.

CONDITIONS

1. Funds are provided to charter boards for each **funded student** enrolled in an established **charter school** whose charter has been approved by the Minister. The **charter school** must comply with the terms of its charter and all applicable provincial legislation, regulation and policies.

2. The conditions and requirements for funding that apply to **school jurisdictions** under Part 1 also apply to **charter schools**; except **charter schools** are not eligible to claim funding for BQRP, debt retirement, and school capital projects in the Capital Block.

3. A **charter school** can make an agreement with a **school jurisdiction** for student transportation. Under such an agreement, the local **school jurisdiction** may claim funding for the transportation of **charter school** students as if they were previously students in the **school jurisdiction**.

4. If a **charter school** is unable to reach an agreement with a **school jurisdiction** for the transportation of **charter school** students, the **charter school** may claim student transportation funding for the student transported at the urban student transportation rate under the Urban Transportation formula.

REVISED

5. **Charter schools** located in a town, village or hamlet with a population of less than 10,000 within a **rural district** or **division** and who are unable to reach an agreement with a **school jurisdiction** for the transportation of **charter school** students, the **charter school** may claim, with respect to each **eligible passenger** resident in a **rural district** or **division,** the average regular rural transportation allocation per **eligible passenger** transported for which the **board** of that **rural district** or **division** is eligible.

6. The student count used by a **charter school** for funding purposes must not include students counted by another **school authority**. It is the responsibility of the **charter school** to ensure that a student has not been counted by another **school authority** in the current school year.

REQUIREMENTS

REVISED

1. To claim funding and receive payment from Alberta Learning, **charter schools** must meet the same conditions and requirements as **school jurisdictions** as outlined under Sections 8.1 and 8.2 of this Manual.
2. **Charter schools** must be incorporated under the *Societies Act*, or by a company registered under Part 9 of the *Companies Act*.
3. A charter board must appoint an auditor and submit a budget report form and audited financial statements in accordance with Sections 125 to 130 of the *School Act*, reflecting the financial operation of the **charter school**.
4. A **charter school** must keep in force insurance and bonds that are required by provincial legislation.
5. A **charter school** must carry a blanket fidelity bond with respect to the **charter school** and all employees in an amount acceptable to the **Minister**. Agents refer to this as a "commercial blanket bond".
6. Charter boards who are intending to cease the operation of a **charter school** or transfer its operation to another **board** must notify Alberta Learning and conclude operations in accordance with the terms of the charter.

CONSIDERATIONS

1. Funding may be advanced on a one time basis to any newly approved **charter school**.
2. School Finance will make payments directly to the financial officers of **charter schools**.

REFERENCES

Charter School Handbook

Charter School Policy 1.1.1

SECTION 6.1
ALBERTA INITIATIVE FOR SCHOOL IMPROVEMENT FUNDING

PURPOSE

This funding is provided to school authorities, in addition to basic instruction funding, for specific local initiatives to improve student learning and performance.

CONDITIONS

NEW

1. Funding is provided for projects which have been submitted to and approved by Alberta Learning.

2. Funding of approved projects for each school authority will be based on the previous September 30 registered count for:

   a) students in grades 1 – 12; and

   b) ECS children counted at 0.5 times the current per student rate.

   Alberta Learning will approve multi-year projects where funding for future years will be based upon demonstrated evidence of success. If funding is not continued for a multi-year project, then the school authority can submit a different project proposal to Alberta Learning as quickly as possible, for the same or lesser funding.

REQUIREMENTS

1. School authorities must develop school improvement projects based on identified student needs, which reflect unique local needs and circumstances. A project proposal must be provided using the project application form and submitted to the School Improvement Branch for approval. The project application form may be found at <http://www.learning.gov.ab.ca/sib/aisi>.

REVISED

2. School Authorities have a high degree of autonomy and flexibility in designing improvement projects and in allocating resources, however, the following conditions must be met for project approval:

   a) the project budget must provide sufficient resources for administration and professional development;

   b) this funding may not be used for payment of any type of bonuses or other incentives;

   c) this funding may not be allocated on a per-capita basis to schools.

REQUIREMENTS (CONTD.)

3. School authorities must provide AISI evaluation and financial data annually according to the following timelines:

   - **April 30** – interim evaluation reports indicating evidence of success. These will be used to determine the continuity of funding for future years;
   - **October 15** – evaluation report and budget expenditures at the end of a project;
   - **November 30** – Annual Education Results Report includes a summary of the AISI projects.

   An extra line item and column for AISI reporting are included in the Annual Budget Report Form and Audited Financial Statements.

4. Unexpended AISI funds at the end of the three-year timeframe must be reimbursed to Alberta Learning. School authority AISI projects are not controlled by budget categories. The calculation for any unexpended revenue would be based upon the total approved budget less the total disbursements for all projects in the school authority.

CONSIDERATIONS

1. Funding for projects approved prior to September 1 will commence in September of the school year and will be based on the same payment schedule as basic instruction payments.

2. Funding for projects approved after September 1 will commence on the month following approval and may include "retroactive" funding if that was part of the project approval.

REVISED 3. School authorities may adjust funding among their project budgets as long as they remain within their total approved allocation.

REFERENCES

Framework for the Alberta Initiative for School Improvement, 1999

Alberta Initiative for School Improvement Administration Handbook, December 20, 1999

Alberta Initiative for School Improvement Project Application Form and Database at www.learning.gov.ab.ca/sib/aisi

SECTION 6.2
TEACHER SALARY ENHANCEMENT FUNDING

NEW SECTION

PURPOSE

This funding is provided to address the cost of increased salaries and benefits for certificated staff.

CONDITIONS

1. The funding amount is calculated based on a percentage of the total cost of certificated salaries and benefits as reported on the Audited Financial Statements for the year prior. (i.e. the amount for the 2001-2002 school year will be based on the total certificated salaries and benefits reported on the 2000-2001 Audited Financial Statements).

2. For school jurisdictions and private ECS operators, the percentages are 4% for the 2001-2002 school year and 2% for the 2002-2003 school year. For private schools, the percentages are 2.4% for the 2001-2002 school year and 1.2% for the 2002-2003 school year.

3. The funding is cumulative and will remain in a school authority's funding allocation for future years. (i.e. the 4% amount will be added to the 2% amount in the second year and then the 6% will continue to be included in future years.)

4. If teacher salary settlements are less than 6% in total over the 2001 to 2003 school years period, the funding provided will be equivalent to the settlement percentage for the two year period.

REQUIREMENTS

1. School authorities are not required to apply for this funding. Alberta Learning will calculate the funding based on certificated salaries and benefits information reported in the Audited Financial Statements.

2. This funding may only be utilized for certificated salaries and benefits costs. It may not be utilized for other types of costs.

3. Costs for certificated staff associated with AISI or with central office administration should be included in the total certificated salaries and benefits amounts reported on the Audited Financial Statements.

CONSIDERATIONS

1. **Salary as Total compensation:**

   The 4 per cent and 2 percent salary enhancement funding is intended to be treated as a compensation increase to teachers meaning this funding can be applied to not only salary as well as to changes in benefit packages.

2. **New Teachers Hired Under the 3.5 per cent Grant Rate:**

   Should teachers be hired with the 3.5 per cent grant rate increase, the impact of the 4 per cent and 2 per cent compensation increase will be covered by additional funding from Alberta Learning based on an accounting provided by you.

3. **Grid Movement:**

   As in previous years, the costs related to the annual grid movement of teacher's salaries are funded through the 3.5 per cent Basic Instruction grant increase rate. The impact of the 4 per cent and 2 per cent salary enhancement on grid movement will be provided by Alberta Learning through the salary enhancement allocation funding line.

4. **Enrolment:**

   Funding for the growth in teachers to accommodate enrolment growth is included in the salary enhancement allocation boards will receive. Boards that experience enrolment decreases will not be subject to an adjustment.

5. **Administration Funding:**

   Administration funding will be provided to cover the costs of extending compensation for certificated teachers employed in administrative functions by 4 per cent and 2 per cent.

   Additional administration funding is not provided, however, salary enhancement funding will be included in the calculation of a school board's maximum allowable expense on administration.

6. **Professional Development:**

   The salary costs for professional development are included in the 4 per cent and 2 per cent salary enhancement as these costs are part of the total salary benefits line from your board's latest Audited Financial Statement.

NEW SECTION

TO BE ANNOUNCED.

PURPOSE

This funding is provided for the maintenance of the six regional professional development consortia that coordinate resources at the local, regional and provincial level to support the development of knowledge, skills, and attributes necessary for all people who have an influence on student learning.

CONDITIONS

1. The consortium and its agent board will operate under the provisions of the "Guidelines for Establishing Regional Consortia".

REQUIREMENTS

1. Alberta Learning will provide annual infrastructure funding to a consortium through its agent to a maximum amount.

2. If the annual infrastructure cost is less than the funding provided by Alberta Learning, the consortium may transfer the remaining funds to the consortium program account.

ISED

3. The agent board will perform financial transactions including accounts receivable and payable on behalf of each consortium.

4. The agent board will provide the consortium with a Statement of Revenues and Expenses (Forms 01AL6.4a and 01AL6.4b). This statement, and an annual report which provides program details, shall be forwarded by the consortium to School Finance by November 30 of each year.

5. Each consortium Board of Directors shall complete plans to assist school and **school jurisdictions** in the implementation of School-based decision making, and development opportunities for the education community.

CONSIDERATIONS

1. Alberta Learning will provide infrastructure funding to a consortium through its agent as follows:

   50 % - September
   50 % - February

   The release of the scheduled February payment will be dependent upon the receipt of the prior school year's Statement of Revenues and Expenses.

2. The **Minister** and the agent boards may add to, delete, vary or amend the terms of the Guidelines by reciprocal correspondence and mutual agreement.

REFERENCES

Guidelines for Establishing Regional Consortia: An Initiative for the improvement of Education and Its Delivery, Alberta Learning, October 1995.

PURPOSE

REVISED This inter-ministerial funding is provided to Student Health Partnerships to improve access to and enhance the provision of integrated health and related support services for school children with special health needs so that they can participate fully in their education programs to attain their potential and be successful at learning.

CONDITIONS

1. NEW Students with special health needs include students with physical disabilities, development disabilities, neurological disorders, sensory impairments, medical conditions, and/or emotional/behavioural disabilities who are registered in school programs from Early Childhood Services (ECS) through Grade 12. Services eligible for funding include speech-language therapy, physical therapy, occupational therapy, audiology, respiratory therapy, clinical nursing, and emotional/behavioural supports.

2. NEW Student Health Initiative funding is accessed by Student Health Partnerships consisting of school authorities, regional health authorities, child and family services authorities and regional offices of the Alberta Mental Health Board which collectively set priorities, develop collaborative strategies for delivering services and share accountability for results.

3. NEW Alberta Learning administers the Student Health funding on behalf of the provincial government partners of Learning, Health and Wellness and Children's Services, and the Alberta Mental Health Board.

4. REVISED The funding must be pooled and shared by the Student Health Partnership to provide students with identified special health needs with access to student health services. Students throughout the region must have equitable access to services regardless of their school program.

5. REVISED The Student Health Initiative funding allocation may only be accessed if and when the school authority joins a Student Health Partnership and a Service Plan is submitted that is signed by all the required partners of the Student Health Partnership.

6. REVISED Decisions on how the Student Health Initiative funding is to be utilized must be made jointly by the partners in the Student Health Partnership.

7. Alberta Learning distributes Student Health funding for Student Health Partnerships through the "banker" school authority.

REQUIREMENTS

1. Student Health Partnerships must submit a Service Plan (for the next school year) with all required documents by May 15 (of the current school year).

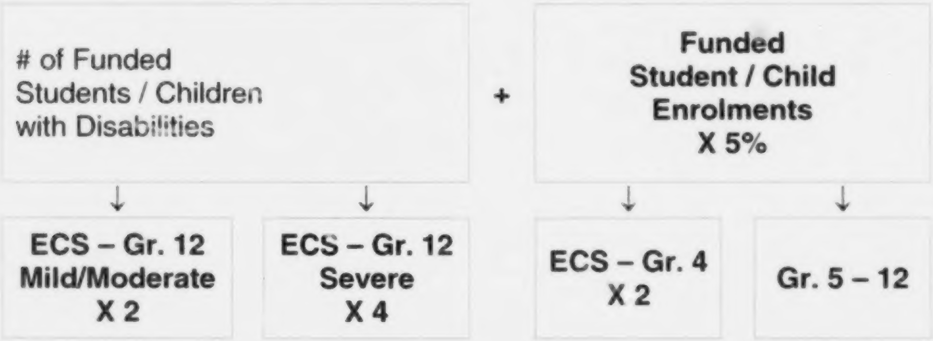
2. Student Health Partnerships must submit an Annual Report (for the previous school year) with all required documents by November 30 (of the current school year).

3. Student Health Partnerships must designate a school authority as a"banker" through which they receive and distribute their funding. Student Health Partnerships are required to identify in their annual service plan who they have designated as their "banker" school authority and of any changes to this designation.

CONSIDERATIONS

1. The allocation of the Student Health Initiative funding is based on a funding formula that estimates the number of students within a school authority who require student health services by combining the numbers of students with disabilities with a portion of the general student population who may require student health services.

   Students with mild/moderate disabilities are weighted at 2X, and students with severe disabilities are weighted at 4X. These weightings are based on similar weightings used in Alberta Learning funding (i.e., students with mild/moderate disabilities are funded at approximately two times the level of regular students, and students with severe disabilities are funded at approximately four times the level of regular students). It is estimated that in addition to students with disabilities, approximately 5 per cent of the general student population may require student health services. The ECS – grade 4 enrollment population is weighted at 2X to give emphasis to early intervention.


# of Funded Students / Children with Disabilities
+
Funded Student / Child Enrolments X 5%
ECS – Gr. 12 Mild/Moderate X 2
ECS – Gr. 12 Severe X 4
ECS – Gr. 4 X 2
Gr. 5 – 12

   The total for the school authority is then divided into the provincial total to express it as a percentage of the provincial total. The school authority's percentage is then multiplied by the total budget allocation to determine the student health funding allocation that will be provided to the Student Health Partnership, of which the school authority is a partner.

CONSIDERATIONS (CONTD.)

The partners in the Student Health Partnership will decide how the pooled funding will be shared and utilized based on identified student health needs and priorities.

Requirements are outlined in the *Student Health Partnership Service Plan Guidelines for 2001/2002* and the *Student Health Partnership Annual Report Guidelines for 2000/2001 and 2001/2002* (available at <www.gov.ab.ca/studenthealth>).

PURPOSE

This funding repays the annual supported debt that **school jurisdictions** owe on school facilities.

CONDITIONS

1. A public or separate **school jurisdiction** may receive debt retirement funding if it has incurred prior to April 1, 1995 debenture borrowings or capital loans for: new construction, modernization, upgrading of school buildings, furniture and equipment, and other related costs approved by the School Buildings Board.

2. The province will repay the debt owing on school building projects authorized by Alberta Learning effective September 1, 1995.

REVISED

3. Alberta Learning will not provide debt retirement funding to a public or separate **school jurisdiction** for:

   a) Any current capital costs or debt owing on administration buildings, garages, warehouses, busses, and teacherages unless that space has been authorized by Alberta Learning for instructional use;

   b) Any unsupported debt incurred for school building projects because school boards did not use their capital building reserves for those projects as required by the Deputy Minister's letters of February 15, 1994 and February 24, 1995.

   c) Any costs of current school building projects that exceed the budget set by the School Buildings Board;

   d) Any unsupported costs of school building projects incurred by a school board after final project costs are established by Alberta Infrastructure, Learning and Housing Facilities Branch; and

   e) Any capital cost improperly incurred or contrary to the intent of the Deputy Minister's letter of February 15, 1994.

4. Interest-shielding applies where a **school jurisdiction** borrowed from Alberta Municipal Financing Corporation (AMFC) on the security of a debenture for a term of 10 or more years. The **school jurisdiction** may be paid the amount of the debenture interest that:

   a) applies to the unsupported portion of the debenture debt; and

CONDITIONS (CONTD.)

b) is in excess of debenture interest calculated at the following rates:

% Rate	Debenture Issue Date
8	January 1, 1974 to April 30, 1980
9	May 1, 1980 to March 26, 1981
11	March 27, 1981 where the borrowing was approved by the Local Authorities Board (LAB), on or before March 30, 1982.
11	Where borrowing was approved by the LAB on or after March 31, 1982 and before March 28, 1983 and the expired portion of the debenture term does not exceed 5 years.

Where the debenture borrowing is approved by the LAB on or after March 28, 1983 there will be no interest-shielding.

5. Interest-shielding through payment for debenture interest on the unsupported portion of the principal is limited to compensation for interest rates up to 12 per cent inclusive.

CONSIDERATIONS

1. The annual debenture debt repayments for school buildings are paid directly by Alberta Treasury on behalf of the **school jurisdictions** to the Alberta Municipal Financing Corporation.

2. The repayment schedule for capital loans will be on a monthly basis using information requested on form 01AL7.2. These payments will be made directly to **school jurisdictions**.

3. Interest-shielding on unsupported debentures will be paid directly to the **school jurisdiction**.

PURPOSE

Enrolment counts are used to determine funding allocations for **school jurisdictions**, **funded private schools** and **private ECS operators** and are based on information obtained from the Learning Information Exchange Services.

CONDITIONS

REVISED

1. All students in grades 1 to 9 and **children** who are enrolled and attending a **school** on September 30 of the school year will be counted at the **school** they are attending. Students enrolled after the **count date** will not be counted for funding purposes.

REVISED

2. All students in grades 10 to 12 who are enrolled and attending a **school** on September 30 of the school year will be counted at the **school** they are attending. Students enrolled after the count date will not be counted for funding purposes.

3. A **school authority** may count a student who was not physically in attendance on the **count date** if the student was enrolled and in attendance prior to a **count date** and returned to class within fifteen (15) days of that **count date**.

REVISED

4. A student who was not physically in attendance in any **school authority** on the **count date** but was in attendance in a **school authority** prior to the **count date**, and then changed to a different **school authority** during the **count date** period, may be claimed by the receiving **school authority** if the student was enrolled and in attendance within five (5) days of the **count date**.

5. Students who are receiving their education in a **home education program** provided by their **parents** will be counted by the supervising **school authority** where the student is enrolled on the **count date**.

6. **School jurisdictions** or **funded private schools** offering **year round education** to students in grades 1 to 9 will use **count dates** determined by School Finance on an individual basis to ensure fair and equitable funding for the students they are educating.

7. A priority school is the **school** a student is deemed to have been enrolled in on the September 30 **count date** when two **school authorities** are claiming the same student for funding purposes.

8. Priority school conflicts must be resolved before a **school authority** is entitled to receive funding for a student. When priority school conflicts occur **school authorities** should make every effort to resolve them as they have first-hand knowledge of the instruction the student is receiving and are in the best position to determine a fair and equitable solution.

CONDITIONS (CONT'D)

9. If **school authorities** cannot resolve a priority school conflict then they should forward supporting documentation to School Finance for resolution. In making its decision School Finance will deem the priority school as follows:

   a) The school where the student was enrolled and in attendance on the **count date**

   b) If the student was enrolled and in attendance in two **school authorities** on the **count date** then:

      i) the **school** which is delivering the majority of the instructional hours for the current school year would be deemed the priority school; or

      ii) in situations where the instructional minutes for the current **school** year are the same for both **school authorities**, the funding will be distributed at 50 per cent of the basic instruction rate applicable to each **school authority**. In this situation the students will not be counted in the plant, operations and maintenance and system administration student calculations for either **school authority**.

10. For a regular senior high student who has a **school** awarded mark reported by two **school authorities** in the same semester and school year, the **school authority** that delivered the most instructional minutes will be deemed the priority school. School Finance will provide the names of students with two **school** awarded marks in a turn-around report for **school authorities**.

REQUIREMENTS

1. Enrolment counts of students in grades 1 to 12 must be completed on September 30 and reported to the Learning Information Exchange Services by October 4.

2. The age of all students and **children** must be determined as of September 1.

3. The Student Information System User's Guide provides additional information for reporting student enrolments.

CONSIDERATIONS

NEW 1. When a school jurisdiction's total enrolment increases from the September 30 count to the March 1 count, funding for the enrolment growth is provided under Section 1.A.15 of this Manual.

PAYMENT SCHEDULES – PART 1

School jurisdictions receive their funding allocation from the Alberta School Foundation Fund, the General Revenue Fund, and in the case of opted out separate **school jurisdictions**, the supplementary school tax requisition.

Sections 1A and 1B Instruction Block and Support Block

Alberta School Foundation Fund

Alberta School Foundation Fund payments will be made to **school jurisdictions** in monthly installments.

REVISED

Commencing September 1, 2001, opted-out boards will receive a monthly advance on their ASFF payment from Alberta Learning and on their local education property tax requisition entitlement. These boards are then required to re-pay the advance on their local education property tax requisition by the last banking day of the months March, June, September and December. Interest will be applied to over-due accounts at the same rate charged to municipalities. Opted-out boards will continue to collect education property tax requisition revenue from their municipalities each quarter.

General Revenue Fund

The general revenue portion of funding for instruction and support blocks will be distributed on a monthly basis at 8.33 per cent a month with the exception of January and August, which will be at 8.35 per cent.

Payment Dates (Instruction and support programs)

Sept. 17, 2001
Oct. 15, 2001
Nov. 15, 2001
Dec. 17, 2001
Jan. 15, 2002
Feb. 15, 2002
Mar. 15, 2002
Apr. 15, 2002
May 15, 2002
Jun. 17, 2002
Jul. 15, 2002
Aug. 15, 2002

Advances will be calculated using the most recent information on **funded students**, other statistics, and the current year rates.

Adjustments will be made in January for grades 1 to 9 funding. For grades 10 to 12 the payments will be adjusted at the end of March and August, and if necessary, the following October for summer students.

In all cases, when funding is adjusted during the school year, the payment system will determine the amount owing to date, the advances previously paid, and the balance owing to adjust the allocation to the correct amount.

General Revenue Fund (CONTD.)

Capital block funding is made up of five separate components. This funding will come from the General Revenue Fund and payments will be released as follows:

Section 1.C.1 Building Quality Restoration Programs

First Advance - on approximately April 30
Balance - on receipt of final costs for previous year and expenditure plan for current year by June 30, or when these conditions are met.
- If the above conditions are not met by February of the same fiscal year, up to 90% will be released.

Details of necessary documentation to release funding are included in section 1.C.1.

Section 1.C.2 School Capital Projects

First Advance - 10 per cent of project costs supported by Alberta Learning
Second Advance - 40 per cent of project costs supported by Alberta Learning
Third Advance - 40 per cent of project costs supported by Alberta Learning
Fourth Advance - 10 per cent of project costs supported by Alberta Learning less any “deficiencies”
Final Payment - the outstanding balance supported by Alberta Learning

Details of necessary documentation to release funding are included in section 1.C.3.

Section 1.C.3 Temporary Leasing of School Facilities

School Buildings Board approves support. Payments are released according to individual lease agreements.

Section 1.C.4 School Facilities Innovation Fund

School Buildings Board approves support. Payments are released according to individual **school jurisdiction** requests.

Section 1.C.5 Charter School Leasing

School Buildings Board approves support. Ninety (90) percent of annual lease support funding will be forwarded to the Charter Board upon approval of lease support request and the remaining ten(10) percent in January of that year upon receipt of a Statement of Final Costs.

PAYMENT SCHEDULE – PART 4

Section 4.1 Federal French

On approval of allocations – 100 per cent

PAYMENT SCHEDULE – PART 5

Section 5.1 Charter Schools

Please refer to General Revenue Fund under Part 1

PAYMENT SCHEDULE – PART 6

Section 6.1 Alberta Initiative for School Improvement

Allocations are based on approved projects to a maximum based on the current rate times the previous September 30 registered count.

Funding will be provided on the same payment schedule as basic instruction funding for school jurisdictions, private schools and private ECS operators.

Section 6.2 Teacher Salary Enhancement

To be Announced.

Section 6.3 Supernet

To be Announced.

Section 6.4 Regional Consortium

September	50 per cent
*February	100 per cent less previous payments

* Payment is contingent upon receipt of the previous year's Statement of Revenues and Expenses.

PAYMENT SCHEDULE – PART 7

Section 7.1 Student Health Initiative

On approval of joint plan - 58.33 per cent advance
April - 100 per cent less previous payments

Section 7.2 Debit Retirement

Supported debenture payments are made directly to the Alberta Municipal Financing Corporation on behalf of the **school jurisdiction.**

Funding for short term loans will be paid to a **school jurisdiction** on the 15th of each month based on 1/12 of the loans payable by the **school jurisdiction** in the school year.

PAYMENT SCHEDULE – PART 2

The funding provided by Alberta Learning to **ECS operators** is released at set times provided all conditions have been met. The payment months are provided in this schedule to allow **ECS operators** the opportunity to plan their cash flow so they are able to meet ongoing expenditures. The funding rates are provided at the end of the section for easy reference.

Section 2.1 Basic Instruction, Section 2.9 Plant Operation and Maintenance and Section 2.10 Administration

The first payment for **private ECS operators** is processed after the "Notice of Intent to Operate" is received and is based on the enrolment estimate from that form.

All payments in January and later will be based on adjusted amounts using September 30 enrolment counts.

September - 40 per cent advance
January - 58.33 per cent less previous payment
April - 100 per cent less previous payments

Section 2.3 Mildly and Moderately Disabled

REVISED *September - 40 per cent advance
January - 58.33 per cent advance
April - 100 per cent less previous payments

* Designated Special Education ECS programs will receive an advance based on last year's enrolment.

Section 2.4 Program Enhancement Project

September - 58.33 per cent advance
April - 100 per cent less previous payment

Section 2.5 Program Unit Funding (PUF)

Upon receipt of PUF application - 58.33 per cent advance
April - 80 per cent less previous payment
Upon approval of final costs - 100 per cent less previous payments

Section 2.6 and 2.7 Transportation

Payment is based on receipt and review of a transportation application:

a) January	-	58.33 per cent advance
b) April	-	100 per cent less previous payment

Section 2.8 Early Literacy Initiative

April 2002	-	100 per cent

ECS payments will be made to **school jurisdictions** under the funding framework schedule.

PAYMENT SCHEDULE – PART 6

Section 6.1 Alberta Initiative for School Improvement

Allocations are based on approved projects to a maximum based on the current rate times the previous September 30 registered count.

Funding will be provided on the same payment schedule as basic instruction funding for school jurisdictions, private schools and private ECS operators.

Section 6.2 Teacher Salary Enhancement

To be Announced.

PAYMENT SCHEDULE – PART 3

The funding provided by Alberta Learning to **funded private schools** is released at set times provided all conditions and requirements have been met. The payment months are provided in this schedule to allow **funded private schools** the opportunity to plan their cash flow so they are able to meet ongoing expenditures. The funding rates are provided at the end of the section for easy reference.

Advance payments will be made based on 2000/2001 enrolments and course information, and 2001/2002 rates.

All payments in January or later will be based on 2001/2002 enrolments.

Section 3.1	**Basic Instruction - Grades 1 to 12**
Section 3.2	**Students with Severe Disabilities**
Section 3.5	**Home Education**
Section 3.7	**Early Literacy Grades 1 and 2**

For Basic Instruction - Grades 1 to 9, **students with severe disabilities**, home education, and early literacy Grade 1 to 2, the payment schedule is:

September - 40 per cent advance based on last year's enrolment
January - 58.33 per cent less previous payment
April - 100 per cent less previous payments

For Basic Instruction - Grades 10 to 12, the payment schedule is:

September - 40 per cent advance based on last year CEUs
March - 58.33 per cent less previous payment
April - 90 per cent less previous payments
August - 100 per cent less previous payments

Section 3.3 Resident Students of the Government
Section 3.4 Institutional Programs

REVISED

September - 58.33 per cent advance based on approved budget claim form
April - 90 per cent less previous payment
On approval of Final claim form - 100 per cent of actual costs less previous payments

Section 3.6 Learning Resources

A per student credit is set up at the Learning Resources Distributing Centre based on the number of students attending the school.

PAYMENT SCHEDULE – PART 6

Section 6.1 Alberta Initiative for School Improvement

Allocations are based on approved projects to a maximum based on the current rate times the previous September 30 registered count.

Funding will be provided on the same payment schedule as basic instruction funding for school jurisdictions, private schools and private ECS operators.

Section 6.2 Teacher Salary Enhancement

To be Announced.

Section 6.3 Supernet

To be Announced.

PAYMENT SCHEDULE – PART 7

Section 7.1 Student Health Initiative

On approval of joint plan	-	58.33 per cent advance
April	-	100 per cent less previous payments

School Jurisdictions Instruction Block:	2000-2001 school year		2001-2002 school year		2002-2003 school year		2003-2004 school year	
Basic Instruction:								
Grades 1-9	$4,096	per funded student	$4,239	per funded student	$4,367	per funded student	$4,454	per funded student
Grades 10-12	$116.90	per CEU	$121.12	per CEU	$124.77	per CEU	$127.26	per CEU
Amount of funding per student included in Basic Instruction to support programs for students with mild and moderate special needs and students who are gifted and talented.	$345	per funded student	$357	per funded student	$368	per funded student	$375	per funded student
Outreach Programs								
Grades 1-9	$4,096	per funded student	$4,239	per funded student	$4,367	per funded student	$4,454	per funded student
Grades 10-12	$233.80	per CEU for the first 400 CEU's in a program	$242.24	per CEU for the first 400 CEU's in a program	$249.54	per CEU for the first 400 CEU's in a program	$254.52	per CEU for the first 400 CEU's in a program
Students with Severe Disabilities								
a) Severe Mental, Multiple, Physical/ Medical, Deaf, or Blind Disability.	$12,307	per eligible student	$12,738	per eligible student	$13,120	per eligible student	$13,382	per eligible student
b) Severe Emotional/Behavioural Disability.	$10,325	per eligible student	$10,885	per eligible student	$11,479	per eligible student	$12,180	per eligible student
English as a Second Language	$697.50	per funded student	$722	per funded student	$744	per funded student	$759	per funded student
Enhanced Opportunities	per approved project		per approved project		per approved project		per approved project	
Native Education	per approved project		per approved project		per approved project		per approved project	
Institutional Programs	Net cost of educational program		Net cost of educational program		Net cost of educational program		Net cost of educational program	
Regional Assessment Services	per approved allocation		per approved allocation		per approved allocation		per approved allocation	

School Jurisdictions Instruction Block:	**2000-2001 school year**		**2001-2002 school year**		**2002-2003 school year**		**2003-2004 school year**	
Sparsity/Distance								
- Sparsity rate	**$530.50**		**$549**		**$565.50**		**$577**	
- Distance rate for distance from office to urban centre	**42**	cents per kilometre	**43**	cents per kilometre	**45**	cents per kilometre	**46**	cents per kilometre
- Per kilometre for distance from office to school over 25 km (does not include Hutterite schools)	**29**	cents per kilometre	**30**	cents per kilometre	**31**	cents per kilometre	**32**	cents per kilometre
The sparsity factor minimum is lowered from 0.25 to 0.07 for school boards serving more than 6000 students, of which more than 25 per cent but less than 50 per cent are rural students.								
Teacher Assistants Program	**$40.25**	per student based on Sept. 30 count for gr. 1-6	**$41.65**	per funded student based on Sept. 30 count for gr. 1-6		Under review		Under review
Early Literacy Initiative	**$212.25**	per funded student based on Sept. 30 count for gr. 1 and 2	**$220**	per funded student based on Sept. 30 count for gr. 1 and 2	**$227**	per funded student based on Sept. 30 count for gr. 1 and 2	**$231**	per funded student based on Sept. 30 count for gr. 1 and 2
Learning Resources	**$9.90**	credit per student	**$10.25**	credit per student	**$10.55**	credit per student	**$10.75**	credit per student
Technology Integration	**$42**	per funded student (paid in June 2000)	**$43**	per funded student (paid in June 2000)	**$44**	per funded student	**$45**	per funded student
Home Education	**$1,051**	per funded home ed. student	**$1,088**	per funded home ed. student	**$1,121**	per funded home ed. student	**$1,143**	per funded home ed. Student
• plus 50% of the cost of ADLC courses for grades 7 to 12 to a maximum of	**$1,051**		**$1,088**		**$1,121**		**$1,143**	
• plus additional funding for grades 1 to 6 ADLC courses. See section 1.A.13.								

School Jurisdictions Instruction Block:	2000-2001 school year		2001-2002 school year		2002-2003 school year		2003-2004 school year	
French as a Second Language	$697.50	per funded student	$722	per funded student	$744	per funded student	$759	per funded student
Regional Consortium	$154,500	per consortium	$159,908	per consortium	$164,705	per consortium	$168,000	per consortium
Growth and Density **In-year growth**	$2472	per funded student	$2558	per funded student	$2635	per funded student	$2688	per funded student
Year-to-year growth	$512	per funded student over the school growth rate of 8%	$530	per funded student over the school growth rate of 8%	$546	per funded student over the school growth rate of 8%	$557	per funded student over the school growth rate of 8%
Alberta Initiative for School Improvement	$121	per student	$121	per student	$121	per student	$121	per student
Teacher Salary Enhancement Funding			4%	Of total certificated salaries and benefits	2%	Of total certificated salaries and benefits		On-going total of 2001/2002 and 2002/2003
SUPERNET Access funding				TO BE ANNOUNCED		TO BE ANNOUNCED		TO BE ANNOUNCED

School Jurisdictions Support Block:	**2000-2001 school year**	**2001-2002 school year**	**2002-2003 school year**	**2003-2004 school year**
Plant Operations and Maintenance	**$438** per FTE student	**$453** per FTE student	**$467** per FTE student	**$476** per FTE student
(75% of funding is from student count, 25% on area)	**$11** per square metre	**$11.40** per square metre	**$11.75** per square metre	**$12** per square metre
System Administration	Percentage of the Instruction Block and Plant Operations and Maintenance and Student Transportation allocation * 6 per cent if fewer than 2000 FTE students * 4 per cent if more than 6000 FTE students * between 6 per cent and 4 per cent on a sliding scale if between 2000 and 6000 FTE students			
Boarding	**$3,183** per funded student	**$3,294** per funded student	**$3,393** per funded student	**$3,461** per funded student
Rural Transportation	formula based	formula based - 3.5% increase	formula based - 3% increase	formula based - 2% increase
Special	**$4,351** per funded student with disabilities	**$4,503** per funded student with disabilities	**$4,638** per funded student with disabilities	**$4,731** per funded student with disabilities
Weekend	**$3,541** per funded student with disabilities	**$3,665** per funded student with disabilities	**$3,775** per funded student with disabilities	**$3,851** per funded student with disabilities

Density of Effective Transportation Service Area

No. Eligible Students	0 - .74	.75 - 1.12	1.13-1.39	1.4 – 2.19	2.20-2.79	2.80 +
0-1500	$ 500	$ 614	$ 681	$ 841	$ 873	$ 1,183
1501-3000	$ 500	$ 609	$ 681	$ 831		$ 1,116
3001-4500	$ 495	$ 598	$ 655			
4501-6000	$ 495	$ 593	$ 655			
6001-7500	$ 495	$ 583				
7501+	$ 495					

Distance:

2.4-5.9	6.0-9.9	10.0-13.9	14.0-17.9	18-25.9	26-37.9	38 +
$8.17	$11.97	$14.31	$16.46	$19.81	$20.91	$21.99

School Jurisdictions Support Block:	**2000-2001 school year**		**2001-2002 school year**		**2002-2003 school year**		**2003-2004 school year**	
Urban Transportation	**$409**	per eligible passenger	**$423**	per eligible passenger	**$436**	per eligible passenger	**$445**	per eligible passenger
Special	**$2,175**	per funded student with disabilities	**$2,251**	per funded student with disabilities	**$2,319**	per funded student with disabilities	**$2,365**	per funded student with disabilities
Weekend	**$3,541**	per funded student with disabilities	**$3,665**	per funded student with disabilities	**$3,775**	per funded student with disabilities	**$3,851**	per funded student with disabilities
Metro Urban Transportation Block	**$409**	per expected eligible passenger	**$423**	per expected eligible passenger	**$436**	per expected eligible passenger	**$445**	per expected eligible passenger
Special	**$2,175**	per funded student with disabilities	**$2,251**	per funded student with disabilities	**$2,319**	per funded student with disabilities	**$2,365**	per funded student with disabilities

ECS Operators	2000-2001 school year		2001-2002 school year		2002-2003 school year		2003-2004 school year	
ECS Basic Instruction:	$2,048	per child	$2,120	per child	$2,184	per child	$2,228	per child
Portable Classrooms for ECS Operators								
Rental charge per month	$100	plus gst	$100	plus gst	$100	plus gst	$100	plus gst
Children with mild or moderate disabilities and children who are gifted and talented	$2,000	per child	$2,070	per child	$2,132	per child	$2,175	per child
Program Enhancement Project		per approved project		per approved project		per approved project		per approved project
Program Unit Funding (PUF) - for children with severe disabilities								
Maximum per child	$20,158	per 1st child in a unit	$20,864	per 1st child in a unit	$21,490	per 1st child in a unit	$21,920	per 1st child in a unit
Maximum per child for each additional child in units with more than one child	$5,000	for each additional child in a unit	$5,175	for each additional child in a unit	$5,330	for each additional child in a unit	$5,437	for each additional child in a unit
Transportation - Special Needs	$11	per round trip	$11.40	per round trip	$11.75	per round trip	$12	per round trip
Transportation - Regular	$409	per eligible transported child	$423	per eligible transported child	$436	per eligible transported child	$445	per eligible transported child
Early Literacy Initiative								
Minimum of $1,200 for each ECS operator	$38.25	per child based on September 30 count	$39.60	per child based on September 30 count	$40.80	per child based on September 30 count	$41.60	per child based on September 30 count

ECS Operators	2000-2001 school year		2001-2002 school year		2002-2003 school year		2003-2004 school year	
ECS Administration	Percentage (based on enrolments) of total ECS Funding 6 per cent if fewer than 2000 FTE children 4 per cent if fewer than 6000 FTE children Between 6 and 4 per cent for between 2000 and 6000 FTE children							
Plant Operation and Maintenance **plus** sq. m. rate based on 40 sq. m. for 25 children	**$219** **$440**	per child for every 25 children	**$227** **$456**	per child for every 25 children	**$233.50** **$470**	per child for every 25 children	**$238** **$480**	per child for every 25 children
Alberta Initiative for School Improvement	**$61**	per child	**$61**	per child	**$61**	per child	**$61**	per child
Teacher Salary Enhancement Funding			**4%**	Of total certificated salaries and benefits	**2%**	Of total certificated salaries and benefits		On-going total of 2001/2002 and 2002/2003.
Supernet Access funding				TO BE ANNOUNCED		TO BE ANNOUNCED		TO BE ANNOUNCED

Private Schools	**2000-2001 school year**		**2001-2002 school year**		**2002-2003 school year**		**2003-2004 school year**	
Basic Instruction:								
Grades 1-9	**$2,458**	per funded student	**$2,544**	per funded student	**$2,620**	per funded student	**$2,673**	per funded student
Grades 10-12	**$70.15**	per CEU	**$72.69**	per CEU	**$74.86**	per CEU	**$76.37**	per CEU
Amount of funding per student included in Basic Instruction to support programs for students with mild and moderate special needs and students who are gifted and talented.	**$207**	per funded student	**$214**	per funded student	**$221**	per funded student	**$225**	per funded student
Designated Special Education Private Schools (DSEPS) - rates include Basic Instruction								
Full funding for students with mild/moderate disabilities whose parents consulted with their resident school board prior to placement in the DSEPS - ie. coded as 110.	**$8,048**	per eligible funded student	**$8,330**	per eligible funded student	**$8,580**	per eligible funded student	**$8,751**	per eligible funded student
Basic funding for students with mild/moderate disabilities whose parents placed the student directly in the DSEPS **without consulting** with their resident school board - ie. not coded as 110. This rate also represents the basic funding rate for students with severe disabilities.	**$4,943**	per eligible funded student	**$5,115**	per eligible funded student	**$5,270**	per eligible funded student	**$5,375**	per eligible funded student
Students with Severe Disabilities								
a) Severe Mental, Multiple, Physical/Medical, Deaf or Blind Disability.	**$12,307**	per eligible student	**$12,738**	per eligible student	**$13,120**	per eligible student	**$13,382**	per eligible student
b) Severe Emotional/Behavioural Disability.	**$10,325**	per eligible student	**$10,885**	per eligible student	**$11,479**	per eligible student	**$12,180**	per eligible student
Resident Students of the Government	Net cost of the education program		Net cost of the education program		Net cost of the education program		Net cost of the education program	

Private Schools	2000-2001 school year		2001-2002 school year		2002-2003 school year		2003-2004 school year	
Institutional Programs	Net cost of the education program		Net cost of the education program		Net cost of the education program		Net cost of the education program	
Home Education	$1,051	per funded home ed. student	$1,088	per funded home ed. student	$1,121	per funded home ed. student	$1,143	per funded home ed. student
* plus 50% of the cost of ADLC courses for grades 7 to 12 to a maximum of:	$1,051		$1,088		$1,121		$1,143	
* plus additional funding for grades 1 to 6 ADLC courses. See section 3.5								
Learning Resources	$9.90	credit per student	$10.25	credit per student	$10.55	credit per student	$10.75	credit per student
Early Literacy Initiative	$127.35	per funded student based on September 30 count for gr. 1 and 2	$132	per funded student based on September 30 count for gr. 1 and 2	$136	per funded student based on September 30 count for gr. 1 and 2	$139	per funded student based on September 30 count for gr. 1 and 2
Alberta Initiative for School Improvement	$73	per student	$73	per student	$73	per student	$73	per student
Teacher Salary Enhancement Funding			2.4%	Of total certificated salaries and benefits	1.2%	Of total certificated salaries and benefits		On-going total of 2001/2002 and 2002/2003
SUPERNET Access funding				TO BE ANNOUNCED		TO BE ANNOUNCED		TO BE ANNOUNCED

SUMMARY OF FUNDING APPLICATION FORMS

FORM NO.	FUNDING APPLICATION FORM	SENT OUT	BY	DUE BACK	TO
01AL1.A.1a	Junior High Courses taken by Senior High Students	August	SF	Upon Completion of Term/Course	SF
01AL1.A.1b	Report on Funded Students Attending First Nation Schools	August	SF	April 30	SF
01AL1.A.1c	Add, Modify, Delete form for Enrolments	August	SF	*	SF
01AL1.A.1.1	Form 21 Notice of Intent to Operate Outreach Programs		SP	May 31	SP
01AL1.A.4	Application for Enhanced Opportunity Projects	May	SF	July 30	SF
01AL1.A.5	Native Education Project – Letter of Intent	January	AS	April 1	AS
01AL1.A.6	Institutional Program – Budget - Final	August	SF	April 15 October 15	SF
01AL1.A.13a	Report of Jr. and Sr. High Home Education Students	August	SF	December 15 July 15	SF
01AL1.A.13b	Report of Additional ADLC Course Costs for Grades 1 to 6	August	SF	**	SF
01AL1.A.14	French First Language Upgrading	August	SF	December 15	SF
	Application for Rural Transportation	Electronic Submission	SF	November 30	SF
	Application Form Special Transportation and Boarding		SF	November 30	SF
	Application Form Urban Transportation		SF	November 30	SF
01AL2.4	Program Enhancement Project	May	SF	June 30	SF
01AL2.5a	2000/2001 Program Unit Funding Application	August	SF	February 1	SF
01AL2.5b	ECS Summary of Actual PUF Expenditures	June	SF	September 22	SF
01AL2.6	ECS Transportation	August	SF	November 30	SF
01AL3.1a	Private Schools - Report of Purchased ADLC Courses	August	SF	Upon completion of term/course	SF
01AL3.1b	Private Schools - Junior High courses taken by Senior High Students	August	SF	Upon completion of term/course	SF
01AL6.4a 01AL6.4b	Regional Consortium Statement of Revenue and Expenses Regional Consortium Statement of Financial Position	July	SF	November 30	SF
01AL7.2	Capital Loans Form	August	SF	October 22	SF

***	After receiving your First RACERS data.**
****	After a full course load has been purchased for the home ed student.**

LEGEND: AS = Aboriginal Services
LIES = Learning Information Exchange Services
SP = Special Programs
SF = School Finance

Alberta
LEARNING

SCHOOL JURISDICTIONS
BASIC INSTRUCTION

Junior High Courses (taken by **senior high students)**

For the School Year: September 1, 2001 to August 31, 2002

Name of School Authority: ______________________________ **Jurisdiction Code:** __________

Name of School: ______________________________ **School Code:** __________

NOTE: Separate forms are required for each completion date and category combination.

COMPLETION DATE

☐ September 1 to March 1 ☐ March 2 to June 30 ☐ July 1 to August 31 (Summer School Only)

A-add D-delete	Alberta Learning Student I.D. #	Name of Student (Alphabetical) Surname / Given Name(s)	Course Name	Credit Value

---

CERTIFICATION

I certify that to the best of my information and belief that the number of students reported on this form is correct.

____
(Signature of: Secretary-Treasurer/Superintendent)

____
(Signature of: Teacher/Principal)

____
(Date)

01AL1.A.1a **RETURN TO: SCHOOL FINANCE**

Alberta
LEARNING

REPORT ON FUNDED STUDENTS ATTENDING FIRST NATION SCHOOLS

For the School Year: September 1, 2001 to August 31, 2002

Name of School Authority: ________________________________

Authority Code: ________________

Alberta Learning Student I.D. No.	Name of Student	Birthdate			Grade	First Nation School
		YY	MM	DD		

CERTIFICATION

I certify that to the best of my information and belief that the number of students reported on this form is correct.

____
Signature of Secretary Treasurer/Superintendent

____
Date

RETURN TO: SCHOOL FINANCE

Alberta
LEARNING

BASIC INSTRUCTION ADD, MODIFY, DELETE FORM FOR ENROLMENTS

School Year: 2001/2002

Count Date: September 30, 2001

Authority Code: ______________

Authority Name: ______________________________

School Code: ______________

School Name: ______________________________

Action:		Registration:	
Student ID:		Local Board ID:	
Last Name:		First Name:	
AKA Last Name:		AKA First Name:	
Birth Date:		Gender:	
Address Line 1:			
Address Line 2:			
City:		Province:	
Postal Code:		Phone:	

Grade:		Enrolment Date:			
Citizenship:		Expiry Date:			
Sec. 23 Eligibility:		French Hours:			
Reg Entry Status:		Resident Juris:			
Exit Description:		Exit Date:			
Special Needs: 1		2			
Enrolment Type: 1		2		3	
Grant Codes: 1		2		3	

See Reverse for Legend

CERTIFICATION

I certify that to the best of my information and belief that the student/child reported on this form is correct.

(Signature of: Secretary-Treasurer/Superintendent)

(Signature of: Teacher/Principal)

(Date)

01AL1.A.1c

RETURN TO: SCHOOL FINANCE

Legend

Action:	(A) Add, (M) Modify, (D) Delete
Student ID:	Alberta Learning assigned I.D. (9 digits)
Last/First Name:	Student Name
Local Board ID:	The number assigned by the school or school authority for internal tracking (if applicable)
Gender:	(M) Male, (F) Female
Birth Date:	Year, Month, Day (YYYY,MM,DD)
Enrolment Type:	Refer to Enrolment Type Table in Student Information System User's Guide
Grant Codes:	Refer to Grants Program Table in Student Information System User's Guide
Grade:	(EC) Early Childhood, (01) grade 1, (02) grade 2, etc. (UG) ungraded
Registration:	(D) Day, (E) Evening, (S) Summer
Resident Juris:	This field pertains to Designated Special Education Private Schools only. (110) Student attending a private school but funding is directed to a school jurisdiction.
Special Needs:	For (EC) Early Childhood children the codes are: (10) Developmentally Immature (30) Mildly or Moderately Disabled (80) Gifted/Talented

For students/children with a Grant Code of 500, the codes are:

Severely Disabled
(Grades ECS – 12)

(41) Severe Mental Disability
(42) Severe Emotional/Behavioural Disability
(43) Severe Multiple Disability
(44) Severe Physical or Medical Disability
(45) Deafness
(46) Blindness
(47) Severe Communication Disability (ECS children only)

Mildly or Moderately Disabled
(Grades 1 – 12 Only)

(51) Mild Mental Disability
(52) Moderate Mental Disability
(53) Emotional/Behavioural Disability
(54) Learning Disability (All LD Students)
(55) Hearing Disability. Hard of hearing
(56) Visual Disability. Low vision
(57) Communication Disability
(58) Physical or Medical Disability
(59) Multiple Disability

French Hours:	The number of hours taught per year in French Language
Enrolment Date:	Year, Month, Day (YYYY,MM,DD)

Alberta
LEARNING

Notice of Intent to Operate a New Outreach Program

School Act, Section 239
(Submit to Alberta Learning by **May 31**)

An outreach program is a program offered by a school to provide a basic education for funded students who are unable to attend or benefit fully from a regular school program. For the program requirements, refer to the *Funding Manual for School Authorities* – Instruction Block: Outreach Programs, Section 1.A.1.1 or the *Policy, Regulations and Forms Manual (Outreach Program Policy 1.1.4)*.

School Jurisdiction: ____________________
Name and Code of School Jurisdiction

Superintendent: ____________________

Name of Outreach Program: ____________________

Grades Offered: ____________________

Principal Responsible for Outreach Program: ____________________

Will the program require a school code: Yes ☐ No ☐ **(please check one)**

If NO: ____________________
Name and Code of School Offering Outreach Program

Telephone Number of Outreach Program: (____)____________________

Fax Number of Outreach Program: ____________________

Physical Location of Outreach Program (Address): ____________________
____

Mailing Address (if different from address above): ____________________
____

School boards intending to offer an outreach program must identify a stand-alone facility for each program. Boards must ensure that the building used for the program meets and will continue to meet all applicable local and provincial health, safety and building standards. Please provide a program plan on page 3 of this form. A copy of the board policy regarding outreach programs must be attached to this form. Board policy must be consistent with conditions as outlined in the Funding Manual for School Authorities, (Section 1.A.1.1) and the Policy, Regulations and Forms Manual (Outreach Program Policy 1.1.4).

DECLARATION:

I declare this program will be offered in accordance with the requirements identified in the *Funding Manual for School Authorities* and the *Policy, Regulations and Forms Manual.*

Superintendent ______________________ Date ______________________

RECOMMENDED FOR APPROVAL:

Reviewer (Education Manager) ______________________ Date ______________________

APPROVAL FOR OUTREACH PROGRAM:

Director ______________________ Date ______________________

Note: Jurisdictions wishing to access **Plant Operations and Maintenance Funding** for their Outreach Program facility should forward, with this application, a copy of:

a) the lease agreement and
b) a small scale floor plan, showing the dimensions and space used for outreach program instruction,

to **Alberta Learning, Regional Office and Native Education Branch, 3 West Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2**

Please provide a program plan indicating how the outreach program will be delivered and describing your expectations regarding student attendance, performance and achievement.

Alberta
LEARNING

APPLICATION FORM
ENHANCED OPPORTUNITY
FOR PROJECTS BEGINNING
2001/2002 SCHOOL YEAR

SCHOOL JURISDICTION
PRIORITY NUMBER ________

Name of School Jurisdiction: ______________________________

Name of School: ______________________________

Contact Person: ______________________________

School Estimated Enrolment as at September 30, 2001: ______________________________

ELIGIBILITY CRITERIA:

Primary factors may include:

- high incidence of low income;
- high incidence of single parent families;
- high incidence of unemployment or under-employment;
- high frequency of changes in residence;
- high incidence of recent arrivals in Canada and low parental facility with the language of instruction;
- high incidence of crime;
- difficult access to services for students.

Secondary indicators may include:

- incidence of alcohol/drug abuse;
- incidence of violence;
- evidence of poor nutrition;
- limited education and job skills of parents;
- crowded living conditions.

CERTIFICATION

I certify that the funding is being used to enhance the learning and development of students attending this school.

______________________________ (Signature of Superintendent)

______________________________ (Date)

I certify to the best of my information and belief that the information identified above is correct.

______________________________ (Signature of Secretary - Treasurer)

______________________________ (Date)

PLEASE RETURN TO SCHOOL FINANCE BRANCH
BY May 31, 2001

School Name: ______________________________

A.

PROGRAM DETAILS :

The overall goal of the Enhanced Opportunity projects is to meet the needs of specific schools who enroll 50 percent or more of students with exceptional educational, social and economic needs. These needs interfere with student learning, resulting in their falling behind their peers in school and often manifests as poor language development, lower levels of self esteem, poor records of behavior or attendance, and a risk of leaving school early.

POPULATION ELIGIBILITY - DESCRIPTION OF THE COMMUNITY:

Based on the eligibility criteria listed on the previous page, describe which of criteria apply to the community which will enrol students in the school program identified in this application. Comment on the degree to which these factors affect the target children. Please indicate source of relevant data.

Describe the expected results for students in the Enhanced Opportunity Project.

Please describe:
- the type of strategies proposed
- the consistency of the interventions with the needs of the intended participants, and
- the time frame involved

Outline the involvement of the parents, community and other partners involved in developing and implementing these interventions.

School Name: ______________________

B.

EVALUATING and REPORTING:

Please list the measures you will use to demonstrate the student's growth towards the expected results which are to be reported annually for the three year term of the project in the jurisdiction's Annual Education Results Report.

Please complete a Budget for each Project, on the following page, for the school year 2001/2002.

ALLOWABLE BUDGETARY EXPENSES:

1. Salaries, Wages and Benefits - for staffing engaged specifically to assist in the implementation of the intervention strategies.
2. Contracted Services - the payment of contracts for professional non-instructional services, e.g. psychologists, speech-language pathologists.
3. Materials and Supplies - these must be specific to the intervention strategies.
4. Staff Development - this must be specific to the intervention strategies.
5. Parent Education - to enhance parent skills in promoting learning.
6. Capital Expenditures - up to a maximum of 10% of the total approved budget.
7. Administration - up to 5% of the total approved budget.

Alberta
LEARNING

ENHANCED OPPORTUNITY PROJECT
2001/2002 BUDGET ESTIMATES

C.

School Name: ____________________

INSTRUCTION

Salaries and Wages ____________

Benefits ____________

Services Purchased:
Specify ____________ ____________
____________ ____________
____________ ____________

SUPPLIES AND MATERIALS ____________

STAFF DEVELOPMENT ____________

PARENT EDUCATION ____________

OTHER COSTS:
Specify ____________ ____________
____________ ____________
____________ ____________

CAPITAL EQUIPMENT (up to 10%) ____________

SUB TOTAL: ____________

ADMINISTRATION (up to 5%) ____________

TOTAL: ____________

Alberta
LEARNING

NATIVE EDUCATION PROJECT

LETTER OF INTENT

SCHOOL YEAR ________

School Jurisdiction: ____

1. It is/is not (*delete one*) the intent of this jurisdiction to continue to operate a Native Education Project in 2001/2002. A BRIEF outline of the program follows:

2. The number of Aboriginal (Treaty, Metis and non-status) students enrolled in 2000/2001: ____________

3. Requested 2001/2002 Grant, based on 2000/2001 Aboriginal student enrolments: ____________

(Signature of Superintendent) (Date

NOTE: Please submit by April 30, 2001 to:

The Director
Aboriginal Services Branch
Alberta Learning
Devonian Building
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2

Alberta
LEARNING

INSTITUTIONAL PROGRAMS
2001/2002

For the School Year: September 1, 2001 to August 31, 2002

NAME OF SCHOOL AUTHORITY: ______________________________

CONTACT PERSON: ______________________ **TELEPHONE:** ______________

Please indicate whether this is a budget or final costs claim by checking the appropriate box.

☐ **BUDGET** ☐ **ACTUAL /FINAL COSTS**

Name of Program	Net Program Costs

CERTIFICATION

I certify that the students claimed for this funding reside in an institution and are resident students of the Government as per Section 27(6) of the School Act or are temporary residents of a women's shelter. I also certify that the Institutional program(s) are under contract to Alberta Learning or have had prior approval from the Special Programs Branch of Alberta Learning, and that the programs identified in this report are being offered in accordance with Alberta Learning's program requirements.

______________________________ ______________

(Signature of Superintendent or Designate) (Date)

I certify that to the best of my information and belief, the information contained in this report for the purpose of determining the grant payable by Alberta Learning is correct.

______________________________ ______________

(Signature of Secretary Treasurer) (Date)

DEPARTMENT USE ONLY:

Total Number of students in the Program = __________ Total Net Program Costs = $ ______________

______________________________ ______________

Performance Certifier Date

______________________________ ______________

Expenditure Officer Date

Alberta
LEARNING

BUDGETED OR ACTUAL COSTS
INSTITUTIONAL PROGRAMS
2001/2002

NAME OF PROGRAM: ______________________________

CONTACT PERSON: ____________________ **TELEPHONE:** ____________________

1.	**Instructional Salaries costs**	FTE's		
	a. Certificated Salaries & Benefits	________	$ ____________	
	b. Uncertificated Salaries & Benefits	________	$ ____________	
	c. Substitute Teacher(s)	________	$ ____________	
	Total of Instructional Salaries		$ ____________	
2.	**Supplies and Services costs**			
	a. Professional Development		$ ____________	
	b. Educational Supplies		$ ____________	
	c. Education Services		$ ____________	
	d. Office Supplies		$ ____________	
	Total of Supplies and Services		$ ____________	
3.	**Field Trip Transportation costs**		$ ____________	
SUB-TOTAL (1 + 2 + 3)			$ ____________	
4.	**Technology costs** (lesser of actual cost or 5% of sub-total)		$ ____________	
5.	**Administration costs** (lesser of actual cost or 5% of sub-total)		$ ____________	
TOTAL PROGRAM COSTS			$ ____________	A
	Less: Applicable Revenues from All Sources			
	1. **Basic Instruction**		$ ____________	
	2. **Plant Operations and Maintenance**		$ ____________	
	3. **System Administration**		$ ____________	
	4. **Tuition Agreements with other school authorities**		$ ____________	
	5. **Out of Province tuition agreements**		$ ____________	
	6. **Other funding (please specify)** ____________________		$ ____________	
TOTAL REVENUES			$ ____________	B
NET PROGRAM COSTS (Total Program Costs less Revenues **A - B**)			$ ____________	C
Daily average number of students served			____________	D

The following apply only to Mixed Programs:

- Number of Institutional Students (ie. Do not include day students) ____________ E
- Cost per student= total program costs divided by # students served **(A ÷ D)** $ ____________ F
- **Net Program Costs** = Cost per student x # institutional students less revenues for institutional students **(F x E) - B** $ ____________

Note: for mixed programs please attach a list of students in attendance on September 30 indicating which students are institutional students and which are day students.

Alberta
LEARNING

REPORT OF JUNIOR HIGH AND SENIOR HIGH HOME EDUCATION STUDENTS

WHOSE ADLC CORRESPONDENCE COURSES WERE FULLY FUNDED BY THE SCHOOL AUTHORITY FOR HOME EDUCATION STUDENTS ENROLLED ON SEPTEMBER 30, 2001

For the School Year: September 1, 2001 to August 31, 2002

Name of School Authority: ______________________ Authority Code: ________

Name of School: ______________________ School Code: ________

Alberta Learning ID #	ADLC Centre File No.	Name of Student (Alphabetical) Surname / Given Name(s)	Grade	Course Code	Approved ADLC Course Costs
				TOTAL	$

PLEASE REFER TO ATTACHED COURSE LEGEND AND CLAIMABLE AMOUNT OF COURSE COSTS

CERTIFICATION

I certify that to the best of my information and belief that the information reported on this form is correct.

(Signature of Secretary-Treasurer/Superintendent) (Signature of: Teacher/Principal) (Date)

01AL1.A.13a RETURN TO: SCHOOL FINANCE

ALBERTA DISTANCE LEARNING CENTRE COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grade Seven	7100	Language Arts 7	$135.00	None	$135.00
	7110	Mathematics 7	$175.00	None	$175.00
	7130	Health & Personal Life Skills 7	$175.00	$8.00	$183.00
	7140	Science 7	$175.00	$17.00	$192.00
	7150	Social Studies 7	$175.00	$22.00	$197.00
Grade Eight	8100	Language Arts 8	$135.00	$3.50	$135.00
	8110	Mathematics 8	$175.00	None	$175.00
	8130	Health & Personal Life Skills 8	$175.00	$9.00	$184.00
	8140	Science 8	$175.00	$8.00	$183.00
	8150	Social Studies 8	$175.00	$9.00	$184.00
Grade Nine	9100	Language Arts 9	$135.00	None	$135.00
	9110	Mathematics 9	$175.00	None	$175.00
	9130	Health & Personal Life Skills 9	$175.00	$9.00	$184.00
	9140	Science 9	$175.00	$49.00	$224.00
	9150	Social Studies 9	$175.00	$9.00	$184.00
Complementary Courses	7350	French A	$135.00	$13.00	$148.00
	8350	French B	$135.00	$9.00	$144.00
	9350	French C	$135.00	$13.00	$148.00
	7380	Ukrainian A	$135.00	$9.00	$144.00
	8380	Ukrainian B	$135.00	$9.00	$144.00
	9380	Ukrainian C	$135.00	$9.00	$1424.00
	7360	German A	$135.00	$9.00	$144.00
	8360	German B	$135.00	$9.00	$144.00
	7310	Art A	$135.00	None	$135.00
	8310	Art B	$135.00	None	$135.00
	9310	Art C	$135.00	None	$135.00
	9470	Junior High Typewriting	$135.00	None	$135.00
	INF 1010	Information Processing 1010	$ 45.00	None	$ 45.00
	INF 1020	Keyboarding for Mastery 1	$ 24.00	None	$ 24.00
	INF 2030	Keyboarding for Mastery 2	$ 24.00	None	$ 24.00
	INF 2040	Keyboarding for Mastery 3	$ 24.00	None	$ 24.00
	INF 3030	Keyboarding for Mastery 4	$ 24.00	None	$ 24.00
	INF 3040	Keyboarding for Mastery 5	$ 24.00	None	$ 24.00
	INF 3050	Keyboarding for Mastery 6	$ 24.00	None	$ 24.00
	9210	Mathematics Modified 9	$175.00	None	$175.00
Grades 7-9	8460	Ethics	$175.00	$18.00	$193.00
Complementary Courses	7570	Environmental & Outdoor Education (Year 1)	$175.00	$6.00	$181.00
	7300	Agriculture: Land & Life (Year 1)	$175.00	$13.00	$188.00
	8300	Agriculture: Land & Life (Year 2)	$175.00	$8.00	$183.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADLC course costs must be retained on file for review by Alberta Learning.

ALBERTA DISTANCE LEARNING CENTRE COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject		Registration Fee	Compulsory	Claimable Amount
Complementary Courses	9300	Agriculture: Land & Life (Year 3)		$175.00	$7.00	$182.00
	7410	Music A		$175.00	None	$175.00
	7160	Physical Education		$175.00	None	$175.00
	8160	Physical Education		$175.00	None	$175.00
	9160	Physical Education		$175.00	None	$175.00
Grades 10 - 12	AGR 1010	Agriculture 1010		$ 45.00	None	$ 45.00
	AGR 1060	Agriculture 1060		$ 45.00	None	$ 45.00
	AGR 1110	Agriculture 1110		$ 45.00	None	$ 45.00
	FNA 1400	Art 10	3 credits	$ 81.00	None	$ 81.00
			4 credits	$108.00	None	$108.00
			5 credits	$135.00	None	$135.00
	FNA 1405	Art 11		$175.00	None	$175.00
	FNA 2400	Art 20		$150.00	None	$150.00
	FNA 2405	Art 21		$175.00	None	$175.00
	FNA 3400	Art 30		$150.00	None	$150.00
	FNA 3405	Art 31		$175.00	None	$175.00
	SCN 2231	Biology 20		$175.00	None	$175.00
	SCN 3230	Biology 30		$175.00	None	$175.99
	SCN 2242	Chemistry 20		$175.00	None	$175.00
	SCN 3240	Chemistry 30		$175.00	None	$175.00
	COM 1020	Communication Tech. 1020		$ 45.00	None	$ 45.00
	COM 1070	Communication Tech. 1070		$ 45.00	None	$ 45.00
	COM 1070	Communication Tech. 1070B		$ 40.00	None	$ 40.00
	COM 2110	Communication Tech. 2110B		$ 40.00	None	$ 40.00
	COM 3120	Communication Tech. 3120B		$ 40.00	None	$ 40.00
	CMH 1010	Community Health 1010		$ 45.00	None	$ 45.00
	CMH 2010	Community Health 2010		$ 45.00	None	$ 45.00
	CMH 3030	Community Health 3030		$ 45.00	None	$ 45.00
	DES 1010	Design Studies 1010		$ 45.00	None	$ 45.00
	DES 1020	Design Studies 1020		$ 45.00	None	$ 45.00
	DES 1060	Design Studies 1060		$ 45.00	None	$ 45.00
	DES 2010	Design Studies 2010		$ 45.00	None	$ 45.00
	ELT 1010	Electro-Technologies 1010		$ 45.00	None	$ 45.00
	ELA 1105	English 10-1		$175.00	None	$175.00
	ELA 1104	English 10-2		$175.00	None	$175.00
	ELA 2100	English 20		$175.00	None	$175.00

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ALBERTA DISTANCE LEARNING CENTRE COURSE COSTS APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grades 10-12	ELA 2115	English 23	$175.00	None	$175.00
	ELA 3100	English 30	$175.00	None	$175.00
	ELA 3115	English 33	$175.00	None	$175.00
	ENT 1010	Enterprise & Innovation 1010	$ 45.00	None	$ 45.00
	ENT 1020	Enterprise & Innovation 1020	$ 45.00	None	$ 45.00
	ENT 2010	Enterprise & Innovation 2010	$ 45.00	None	$ 45.00
	ENT 2020	Enterprise & Innovation 2020	$ 45.00	None	$ 45.00
	ENT 2030	Enterprise & Innovation 2030	$ 45.00	None	$ 45.00
	ENT 3010	Enterprise & Innovation 3010	$ 45.00	None	$ 45.00
	FAS 1030	Fashion Studies 1030	$ 45.00	None	$ 45.00
	FAS 1040	Fashion Studies 1040	$ 45.00	None	$ 45.00
	FAS 1050	Fashion Studies 1050	$ 45.00	None	$ 45.00
	FAS 1060	Fashion Studies 1060	$ 45.00	None	$ 45.00
	FAS 1070	Fashion Studies 1070	$ 45.00	None	$ 45.00
	FAS 2070	Fashion Studies 2070	$ 45.00	None	$ 45.00
	FAS 2080	Fashion Studies 2080	$ 45.00	None	$ 45.00
	FAS 2090	Fashion Studies 2090	$ 45.00	None	$ 45.00
	FAS 2110	Fashion Studies 2110	$ 45.00	None	$ 45.00
	CTR 1110	Fashion Studies CTR1110	$ 24.00	None	$ 24.00
	CTR 1120	Fashion Studies CTR1120	$ 24.00	None	$ 24.00
	CTR 2110	Fashion Studies CTR2110	$ 24.00	None	$ 24.00
	CTR 2120	Fashion Studies CTR2120	$ 24.00	None	$ 24.00
	CTR 2130	Fashion Studies CTR2130	$ 24.00	None	$ 24.00
	CTR 2140	Fashion Studies CTR2140	$ 24.00	None	$ 24.00
	CTR 2150	Fashion Studies CTR2150	$ 24.00	None	$ 24.00
	FIN 1010	Financial Management 1010	$ 45.00	None	$ 45.00
	FIN 1020	Financial Management 1020	$ 45.00	None	$ 45.00
	FIN 1030	Financial Management 1030	$ 45.00	None	$ 45.00
	FIN 2010	Financial Management 2010	$ 45.00	None	$ 45.00
	FIN 2020	Financial Management 2020	$ 45.00	None	$ 45.00
	FIN 2030	Financial Management 2030	$ 45.00	None	$ 45.00
	FIN 2040	Financial Management 2040	$ 45.00	None	$ 45.00
	FIN 3010	Financial Management 3010	$ 45.00	None	$ 45.00
	FIN 3020	Financial Management 3020	$ 45.00	None	$ 45.00
	FIN 3030	Financial Management 3030	$ 45.00	None	$ 45.00
	FIN 3040	Financial Management 3040	$ 45.00	None	$ 45.00
	FIN 3060	Financial Management 3060	$ 45.00	None	$ 45.00
	FOR 1010	Forestry 1010	$ 45.00	None	$ 45.00
	FOR 1090	Forestry 1090	$ 45.00	None	$ 45.00
	FOR 2010	Forestry 2010	$ 45.00	None	$ 45.00
	FRA 1314	Francais 13	$175.00	$72.00	$247.00
	FRA 2314	Francais 23	$175.00	$70.00	$245.00
	FRA 3314	Francais 33	$175.00	$54.00	$229.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADLC course costs must be retained on file for review by Alberta Learning.

ALBERTA DISTANCE LEARNING CENTRE COURSE COSTS APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
	FSL 1305	French 13	$175.00	$35.00	$210.00
	FSL 1309	French 10	$175.00	$26.00	$201.00
	FSL 2309	French 20	$175.00	$63.00	$238.00
	FSL 3309	French 30	$175.00	$18.00	$193.00
Grades	SSN 2172	General Psychology 20	$ 81.00	None	$ 81.00
10 - 12	SSN 2176	General Sociology 20	$ 81.00	None	$ 81.00
	GER 1315	German 10	$135.00	$18.00	$153.00
	GER 2315	German 20	$135.00	$13.00	$148.00
	GER 3315	German 30	$135.00	$18.00	$153.00
	PED 1415	Health & Personal Dev. 10			
		2 credits	$ 54.00	None	$ 54.00
		3 credits	$ 81.00	None	$ 81.00
		4 credits	$108.00	None	$108.00
		5 credits	$135.00	None	$135.00
	INF 1010	Information Processing 1010	$ 45.00	None	$ 45.00
	INF 1020	Keyboarding for Mastery 1	$ 24.00	None	$ 24.00
	INF 2030	Keyboarding for Mastery 2	$ 24.00	None	$ 24.00
	INF 2040	Keyboarding for Mastery 3	$ 24.00	None	$ 24.00
	INF 3030	Keyboarding for Mastery 4	$ 24.00	None	$ 24.00
	INF 3040	Keyboarding for Mastery 5	$ 24.00	None	$ 24.00
	INF 3050	Keyboarding for Mastery 6	$ 24.00	None	$ 24.00
	LGS 1010	Legal Studies 1010	$ 45.00	None	$ 45.00
	LGS 1020	Legal Studies 1020	$ 45.00	None	$ 45.00
	LGS 2010	Legal Studies 2010	$ 45.00	None	$ 45.00
	LGS 2020	Legal Studies 2020	$ 45.00	None	$ 45.00
	LGS 2030	Legal Studies 2030	$ 45.00	None	$ 45.00
	LGS 3010	Legal Studies 3010	$ 45.00	None	$ 45.00
	LGS 3040	Legal Studies 3040	$ 45.00	None	$ 45.00
	LGS 3080	Legal Studies 3080	$ 45.00	None	$ 45.00
	MAT 1041	Mathematics Prep. 10	$175.00	None	$175.00
	MAT 1038	Applied Mathematics 10	$175.00	None	$175.00
	MAT 1037	Pure Mathematics 10	$175.00	None	$175.00
	MAT 1039	Pure Mathematics 10b	$105.00	None	$105.00
	MAT 1225	Mathematics 14	$175.00	None	$175.00
	MAT 2037	Pure Mathematics 20	$175.00	None	$175.00
	MAT 2038	Mathematics 20	$175.00	None	$175.00
	MAT 2039	Pure Mathematics 20b	$175.00	None	$175.00
	MAT 2225	Mathematics 24	$175.00	None	$175.00
	MAT 3037	Pure Mathematics 30	$175.00	None	$175.00
	MAT 3211	Mathematics 31	$175.00	None	$175.00
	MAT 3216	Mathematics 33	$175.00	None	$175.00
	SSN 2171	Personal Psychology 20	$ 81.00	None	$ 81.00

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ALBERTA DISTANCE LEARNING CENTRE COURSE COSTS APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
	PED 1445	Physical Education 10 3 credits 5 credits	 $ 75.00 $115.00	 None None	 $ 75.00 $115.00
	OTH 1999	Special Projects 10 – 5credit	$100.00	None	$100.00
	OTH 2999	Special Projects 20 – 5 credit	$100.00	None	$100.00
	OTH 3999	Special Projects 30 – 5 credit	$100.00	None	$100.00
	OTH 1999	Special Projects 10 – 3 credit	$ 60.00	None	$ 60.00
	OTH 2999	Special Projects 20 – 3 credit	$ 60.00	None	$ 60.00
	OTH 3999	Special Projects 30 – 3 credit	$ 60.00	None	$ 60.00
	SCN 2261	Physics 20	$175.00	None	$175.00
	SCN 3260	Physics 30	$175.00	None	$175.00
	SCN 1270	Science 10	$175.00	None	$175.00
	SCN 1285	Science 14	$175.00	None	$175.00
	SCN 2270	Science 20	$175.00	None	$175.00
	SCN 2285	Science 24	$175.00	None	$175.00
	SCN 3270	Science 30	$175.00	None	$175.00
	SST 1150	Social Studies 10	$175.00	None	$175.00
	SST 1151	Social Studies 13	$175.00	None	$175.00
	SST 2150	Social Studies 20	$175.00	None	$175.00
	SST 2151	Social Studies 23	$175.00	None	$175.00
	SST 3150	Social Studies 30	$175.00	None	$175.00
	SST 3151	Social Studies 33	$175.00	None	$175.00
	LDC 1344	Spanish 15	$135.00	$18.00	$153.00
	LDC 2344	Spanish 25	$135.00	$18.00	$153.00
	LDC 3344	Spanish 35	$135.00	$35.00	$170.00
	TOU 1010	Tourism Studies 1010	$ 45.00	None	$ 45.00
	TOU 1040	Tourism Studies 1040	$ 45.00	None	$ 45.00
	TOU 1050	Tourism Studies 1050	$ 45.00	None	$ 45.00
	TOU 1060	Tourism Studies 1060	$ 45.00	None	$ 45.00
	TOU 1070	Tourism Studies 1070	$ 45.00	None	$ 45.00
	TOU 2050	Tourism Studies 2050	$ 45.00	None	$ 45.00
	TOU 3030	Tourism Studies 3030	$ 45.00	None	$ 45.00
	TOU 3040	Tourism Studies 3040	$ 45.00	None	$ 45.00
	TOU 3060	Tourism Studies 3060	$ 45.00	None	$ 45.00
	TOU 3070	Tourism Studies 3070	$ 45.00	None	$ 45.00
	TOU 3080	Tourism Studies 3080	$ 45.00	None	$ 45.00
	UKR 1355	Ukrainian 10	$135.00	$28.00	$163.00
	UKR 2355	Ukrainian 20	$135.00	$13.00	$148.00
	UKR 3355	Ukrainian 30	$135.00	$ 9.00	$144.00
	SSN 3166	World Geography 30	$ 81.00	None	$ 81.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADLC course costs must be retained on file for review by Alberta Learning.

Alberta
LEARNING

REPORT OF ADDITIONAL ADLC COURSE COSTS FOR STUDENTS IN GRADES 1TO 6

For students in grades 1 to 6 taking a full course load of ADLC courses where the total compulsory course costs exceeded the 50% funding provided by the supervising board.

For the School Year: September 1, 2001 to August 31, 2002

Name of School Authority:____________________ **Authority Code:** ________

Name of School:____________________ **School Code:** ________

Name of Student (Alphabetical) for which a full course load has been purchased Surname / Given Name(s)	Alberta Learning ID #	Grade	Costs in Excess of 50% Funding provided by Supervising Board *
	TOTAL		$

*** PLEASE REFER TO THE CHART (on back) FOR FULL COURSE LOAD INFORMATION AND FOR COSTS ELIGIBLE FOR ADDITIONAL FUNDING.**

CERTIFICATION

I certify that to the best of my information and belief that the information reported on this form is correct.

____________________ ____________________ __________

(Signature of Secretary-Treasurer/Superintendent) (Signature of: Teacher/Principal) (Date)

01AL1.A.13b RETURN TO: SCHOOL FINANCE

Alberta Distance Learning Centre (ADLC) Course Costs - Elementary 2001/2002

	Grade 1	***Grade 2***	***Grade 3***	***Grade 4***	***Grade 5***	***Grade 6***
Course	Thematics 1	Language Arts 2	Language Arts 3	Language Arts 4	Language Arts 5	Language Arts 6
Registration	$ 270.00	$ 135.00	$ 135.00	$ 135.00	$ 195.00	$ 180.00
Textbooks	$ 100.00	$ 10.00	$ 10.00	$ 32.00	$ 44.44	$ 42.50
Course	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4	Mathematics 5	Mathematics 6
Registration	$ 195.75	$ 135.00	$ 135.00	$ 200.00	$ 135.00	$ 135.00
Textbooks	$ -	$ -	$ -	$ 29.43	$ -	$ -
Course		Social Studies/ Science 2	Social Studies/ Science 3	Social Studies 4	Social Studies 5	Social Studies 6
Registration		$ 135.00	$ 135.00	$ 135.00	$ 135.00	$ 135.00
Textbooks		$ -	$ -	$ 95.00	$ 95.00	$ 66.00
Course				Science 4	Science 5	Science 6
Registration				$ 135.00	$ 135.00	$ 181.75
Textbooks				$ -	$ 8.00	$ -
Total Cost	**$ 565.75**	**$ 415.00**	**$ 415.00**	**$ 761.43**	**$ 747.44**	**$ 740.25**
less: 50% funding provided by supervising board	$ 544.00	$ 544.00	$ 544.00	$ 544.00	$ 544.00	$ 544.00
Excess costs eligible for additional funding	**$ 21.75**	**$ 0.00**	**$ 0.00**	**$ 217.43**	**$ 203.44**	**$ 196.25**

Alberta
LEARNING

FRANCISATION FUNDING FOR ELIGIBLE FUNDED STUDENTS IN GRADES 1 - 12

Since many of the children arrive at school with insufficient French language skills, funding similar to the English as a Second Language funding will be made to the Francophone Authorities for eligible students.

For 2001/2002, this grant will be $722 per eligible funded student in grades 1 to 12

School Year: 2001/2002 **Count Date:** September 30,2001

Jurisdiction Code: ______________ **Jurisdiction Name:** ____________________

ALBERTA LEARNING STUDENT ID NUMBER	STUDENT NAME

CERTIFICATION

I certify that to the best of my information and belief, that the funded students eligible to receive Francisation funding reported on this form is correct.

______________________________ ______________________
Signature of : Secretary-Treasurer/ Superintendent **Date**

01AL1.A.14 **RETURN COMPLETED FORM TO SCHOOL FINANCE BY DECEMBER 15, 2001**

Alberta
LEARNING

2000-2003 FUNDING CYCLE PROGRAM ENHANCEMENT PROJECT PROPOSAL

IDENTIFICATION OF THE PROJECT SITE(S):

ECS Operator: ______________________________

Name of ECS Centre: ______________________________

Estimated Enrolment of ECS Centre: ______________________________

Number of PEP Eligible Children: ______________________________
(SEE: Eligibility Criteria below)

Contact Person (available in July, 2001) ______________________________

Phone: Office: ____________________ Home: ____________________

ELIGIBILITY CRITERIA:

Primary factors may include:

- high incidence of low income;
- high incidence of single parent families;
- high incidence of unemployment or under-employment;
- high frequency of changes in residence;
- high incidence of recent arrivals in Canada and low parental facility with the language of instruction;
- high incidence of crime;
- difficult access to services for students.

Secondary indicators may include:

- incidence of alcohol/drug abuse;
- incidence of violence;
- evidence of poor nutrition;
- limited education and job skills of parents;
- crowded living conditions.

CERTIFICATION

I certify that the program identified in this report is being offered in accordance with Alberta Learning program requirements.

______________________________ ______________________________
(Signature of Superintendent) (Date)

PLEASE RETURN TO SCHOOL FINANCE BRANCH BY May 31, 2001

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LEARNING

POPULATION ELIGIBILITY - DESCRIPTION OF THE COMMUNITY:

Based on the eligibility criteria listed on the previous page, describe which of them apply to the community which will enrol children in the ECS program identified in this application. Comment on the degree to which these factors affect the target children:

RESULTS EXPECTED:

Within the overall goal of Early Childhood Services to prepare children for formal learning, the interventions which are provided by programs which receive the Program Enhancement Project allocation should focus on results in two key areas:

- improved skills in literacy, both with language and numbers; and
- enhanced group interaction skills and emotional maturity.

Please describe the specific results that your Program Enhancement Project would achieve for children in each key area:

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LEARNING

STRATEGIES:

Please describe the strategies that you will use to achieve the expected results.

Outline the involvement of the parents, community and other partners involved in developing and implementing these strategies.

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MEASURING RESULTS:

Please identify the measures you will use to demonstrate the children's growth towards the expected results. These measures will be reported annually for the three year term of the funding in your Annual Education Results Report.

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Please complete a Budget for each Project, on the following page, for the school year 2001/2002.

ALLOWABLE EXPENSES:

1. Salaries, Wages and Benefits - for staffing engaged specifically to assist in the implementation of the intervention strategies.
2. Extended Program Hours - costs associated with providing additional hours of ECS instruction.
3. Contracted Services - the payment of contracts for professional non-instructional services, e.g. psychologists, speech-language pathologists.
4. Materials and Supplies - these must be specific to the intervention strategies.
5. Staff Development - this must be specific to the intervention strategies.
6. Parent Education - to enhance parent skills in promoting learning.
7. Capital Expenditures - up to a maximum of 10% of the total approved budget.
8. Transportation - to include mileage and travel expenses for staff and/or eligible children to facilitate program activities.
9. Administration - up to 5% of the total approved budget.

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PROGRAM ENHANCEMENT PROJECT
2001/2002 BUDGET ESTIMATES

Number of programs being applied for at this site: ____________

INSTRUCTION

Salaries and Wages ____________

Benefits

Services Purchased: ____________

Extended Program Hours Fees ____________

Supplies and Materials ____________

STAFF DEVELOPMENT ____________

PARENT EDUCATION ____________

TRANSPORTATION ____________

OTHER COSTS:
Specify ____________ ____________
____________ ____________
____________ ____________

CAPITAL EQUIPMENT (up to 10%) ____________

SUB TOTAL: ____________

ADMINISTRATION (up to 5%) ____________

TOTAL: ____________

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LEARNING

2000-2001 PROGRAM UNIT FUNDING APPLICATION
EARLY CHILDHOOD SERVICES

Refer to Part 2, Section 2.5 of the Funding For School Authorities for instruction and information on the completion of this application. Submit one copy of this application for each school/centre to **School Finance**.

Name of School Jurisdiction/Private School/Society: ______________________

Name of School/Centre: ______________________

Address: ______________________ **Postal Code:** __________

Contact Person: ______________________ **Telephone No:** __________

Fax No: ______________________ **E-Mail Address:** __________

Number of Program Unit children: ☐ **Budget Amount:** $

Have any of these Program Unit children been with a previous operator: ☐ **YES** ☐ **NO**

Has Basic Instruction funding been claimed for these children: ☐ **YES** ☐ **NO**

NOTE:
- The Budget amount is subject to change upon review by the Alberta Learning staff.
- Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.

DECLARATION

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child in this application and long term plans for the child(ren) have been discussed with the receiving school authority(ies) according to the following criteria:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 2.5 of the Funding For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Learning program requirements.

______________________ ______________
(School Jurisdiction Superintendent or President of Society/Private School) **(Date)**

I certify that to the best of my information and belief, the information provided on this application is correct.

______________________ ______________
(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE:

___ **PUTS - Name**
___ **EXCEL - req. $**

___ **CALCULATIONS**
___ **EXCEL - app. $**
___ **PUTS - budgets**
___ **SAFRS - Date:** __________

SPECIAL PROGRAMS BRANCH:

Date Approved: __________

APPROVED BY: ______________________
(Signature of Performance Certifier)

Amount Approved: __________

____
(Signature of Expenditure Officer)

01AL2.5a **RETURN TO: SCHOOL FINANCE BEFORE FEBRUARY 1**

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Severe Disabling Conditions

Severe Mental Disability (Code 41)

A child with a severe mental disability is one who:

- has severe delays in all or most areas of development
- frequently has other disabilities including physical, sensory, medical and/or behavioural
- requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
- should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments.
- has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour scale,Vineland Adaptive Behaviour Scales)

Severe Emotional/Behavioural Disability (Code 42)

A child with a severe emotional/behavioural disorder is one who:

- displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the child and other children.
- has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression
- displays self-stimulation, self-abuse or aphasic behaviour

or

- is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as severe conduct disorder. In the most extreme and pervasive instances severe oppositional defiance disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, clinical psychologist, chartered psychologist or a developmental pediatrician (for ECS) is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the child's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behaviour disability is required but not necessarily sufficient to qualify under this category. Some diagnoses not of sufficient severity to qualify include: attention-deficit/hyperactivity disorder (AD/HD), attention deficit disorder (ADD).

Note: Children diagnosed with FAE/FAS in the most severe cases should be reported under Code 44 rather than Code 42.

Severe Multiple Disability (Code 43)

A child with multiple disabilities is one who:

- has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination result in the child functioning at a severe to profound level; and
- requires special programs, resources and/or therapeutic services

Children with a severe disability with a second disabling condition should be identified under the category of the primary severe disability.

A child with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

A child with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)
- Emotional Behavioural disabilities

Severe Physical or Medical Disability - including Autism (Code 44)

A child with a severe physical, medical or neurological disability is one who:

- has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the child's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment)
- requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling

A child with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism may not necessarily be sufficient alone to qualify under this category. Eligibility is determined by the functioning level of the child with autism.

In order for a diagnosis of autism to be made, the child needs to evidence difficulties in three broad areas:

- social interaction
- communication
- stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A child diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including alcohol-related neurodevelopmental disorder is included in this category. A clinical diagnosis by a psychiatrist, chartered psychologist or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE may not necessarily be sufficient alone to qualify under this category. Eligibility is determined by the functioning level of the child with FAS/FAE. Children with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behaviour, learning, attention and concentration, resulting in the need for extensive intervention and support.

Deafness (Code 45)

A child with a profound hearing loss is one who:

- has a hearing loss of 71 dB (decibels) or more unaided in the better ear over the normal speech range (500 and 4000 Hz) which interferes with the use of oral language as the primary form of communication
  or
- has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and
- requires extensive modifications and specialized educational supports
- has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years. If a child has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

Severe Visual Impairment (Code 46)

A child with severe vision impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision angle of 20 degrees or less
- has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility

For those children who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Severe Communication Disability - For ECS children only (Code 47)

A **child** with a severe communication disability has severe difficulty in communicating with peers and/or adults because of a severe disability in expressive and/or receptive language and/or total language. This typically includes little, if any, expressive or receptive communication skills.

REVISED

Children who experience a severe communication disorder, as defined here, and have sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive and/or receptive language and/or total language. Results that are at or below the first percentile, on individual components of language (i.e. sentence structure, word structure, sentence recall, etc.) do not meet Alberta Learning criteria for a severe communication disability.

Children whose primary language disability is in the area of phonology are considered to meet criteria for Severe Communication disability under the following conditions:

- A current speech/language assessment identifies the severity of the **child's** phonological delay as falling in the severe to profound range
- The phonological delay is accompanied by delays in the **child's** receptive and/or expressive language
- The phonological delay significantly impacts the **child's** intelligibility

The impact of the **child's** total language difficulties is such that extensive supports and services are required in order for the **child** to function within an ECS setting.

A speech language assessment report completed within six months prior to the day the **child** begins his/her program must be submitted with the Program Unit application.

SED

To facilitate communication skills, these **children** may benefit from small group work or clustering with peers of the same age, and a 475-hour program may be sufficient.

If a **child** has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disability), then the **child** would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS **children** and does not apply for students in grades 1 to 12.

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Alberta Learning ID #	Name of Child Surname/Given Name(s)	Age	Date of Birth			Location(s) of Child's Program	R or N*	**Assessed Primary Disability Code	Date Program Starts			Date Program Ends			Number of Centre Program Hours	In-Home Programs	
				Yr.	Mo.	ay				Yr.	Mo.	ay	r.	o.	ay		# of Visits	# of Hours
		FIRST PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		SECOND PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		THIRD PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		FOURTH PROGRAM UNIT IN THIS CENTRE																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

* In this column please indicate whether it is:
(R) - for a renewal application;
(N) - for a new for a application.

** Refer to assessed primary disability by Code; i.e., Code 41 Severe Mental Disability, Code 42 Severe Emotional/BehavioralDisability, Code 43 Severe Multiple Disability, Code 44 Severe Physical or Medical (including autism) Disability, Code 45 Deafness, Code 46 Blindness and Code 47 Severe Communication Disability.

For code 44, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

PROGRAM UNIT FUNDING (PUF) BUDGET

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT **NAME(S)**________________

A. INSTRUCTION **PROGRAM COSTS**

Salaries and Wages (# of hours________X________rate per hour) $________

Employer's Portion of Fringe Benefits $________

Services Purchased (Please specify service with # of hours and rate per hour)

____

________________________________ $________

____

Supplies and Materials (Please attach a list if > $500 per child) $________

B. PARENT INSERVICE – please specify ________________ $________

C. STAFF INSERVICE – please specify ________________ $________

D. TRANSPORTATION COSTS:

- Transportation: to and from school # trips______X $________ ________
- In-Home Programs # visits______X $________ ________
- Other: - Field Trips ________
- In-Program Transportation ________

Total Transportation Costs ________(A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Section 1.B for School Jurisdictions.)

- Special Transportation # trips______ X $11.00 ________
- In-Home Transportation # visits______ X $11.00 ________

Total Transportation Revenues ________(B)

NET Transportation Costs: (Costs (A) less Revenues (B), if difference is negative enter 0) = $________

SUB-TOTAL $________

CONTRIBUTION TO CAPITAL FUND

Furniture and Equipment

Please Specify:________________________________ $________

Note: Please attach, to this application, a letter of recommendation from an appropriate specialist supporting the capital purchase.

TOTAL $________

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

ONLY FOR DESIGNATED SPECIAL EDUCATION ECS PROGRAMS APPLYING FOR PROGRAM UNIT FUNDING (PUF)

TOTAL ECS PROGRAM BUDGET

ECS PROGRAM COSTS

INSTRUCTION

Salaries and Wages (Please attach breakdown of # of teachers, aides, etc. and costs) $________

Employer's Portion of Fringe Benefits $________

Services Purchased (Please attach breakdown of type of service and cost) $________

Supplies and Materials (Please attach a list if > $500 per child) $________

PARENT INSERVICE $________

STAFF INSERVICE $________

TRANSPORTATION COSTS:

- Transportation: to and from school # trips_____ X $_____ ________
- In-Home Programs # visits_____ X $_____ ________
- Other: - Field Trips ________

  In-Program Transportation ________

Total Transportation Costs ________(A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Section 1.B for School Jurisdictions)

- Special Transportation # trips_____ X $11.00 ________
- In-Home Transportation # visits_____ X $11.00 ________

Total Transportation Revenues ________ (B)

NET Transportation Costs: **(Costs (A)less Revenue (B) if difference is negative, enter $0) =** $________

FACILITY COSTS

(Please attach a list of costs) ________________ $________

SUB-TOTAL $________

SERVICE COORDINATION (Lesser of Actual Cost or 9% of Sub-total Above) $________

CONTRIBUTION TO CAPITAL FUND

Furniture and Equipment -

(Please attach a list of costs)________________ $________

TOTAL ECS PROGRAM COSTS $________

LESS: APPLICABLE REVENUES

AB. Learning Basic Instruction $________
AB.-Learning Other(not including PUF) $________
Other Revenues $________
TOTAL REVENUES $(________)

NET ECS PROGRAM COSTS ELIGIBLE FOR PROGRAM UNIT FUNDING
(total costs minus total revenues) $________

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

Alberta
LEARNING

EARLY CHILDHOOD SERVICES

ECS PROGRAM UNIT FUNDING
SUMMARY OF ACTUAL EXPENDITURES For SCHOOL JURISDICTIONS

2001/2002 SCHOOL YEAR

NAME OF SCHOOL JURISDICTION: ______________________________

Complete only one summary of actual expenditures for all Program Units that you operate. School jurisdictions with approved Designated Special Education ECS programs should complete a form for each designated program. Guidelines for determining expenditures are found in the Funding for School Authorities Manual, Part 2, Section 2.5.

CERTIFICATION

FUNDING CALCULATION:

i) Actual Expenditures	$ __________
ii) Budget Amount	$ __________
iii) Funding Ceiling	$ __________
iv) Funding Allocation (lesser of I), ii) or iii)	$ __________

I certify that the information reported on this form is correct and that the above costs have not been claimed under any other program.

______________________________ (Signature of Secretary-Treasurer)

______________ (Date)

Contact Name: ______________________

Telephone No. ______________

FOR DEPARTMENT USE ONLY:

Allocation Approved $ ______________

APPROVED BY: ______________________________ **(Signature of Performance Certifier)** ______________ **(Date)**

______________________________ **(Signature of Expenditure Officer)** ______________ **(Date)**

01AL2.5b **RETURN TO: SCHOOL FINANCE by SEPTEMBER 22**

Alberta
LEARNING
EARLY CHILDHOOD SERVICES

ECS PROGRAM UNIT FUNDING

SCHOOL JURISDICTION
STATEMENT OF ACTUAL EXPENDITURES
FOR THE 2001/2002 SCHOOL YEAR

NAME OF SCHOOL JURISDICTION: ______________________________

		ACTUAL EXPENDITURES
A.	**INSTRUCTION**	
	Salaries and Wages	________
	Employer's Portion of Fringe Benefits	________
	Services Purchased	________
	Supplies and Materials	________
B.	**PARENT INSERVICE**	________
C.	**STAFF INSERVICE**	________
D.	**TRANSPORTATION COSTS** :	

	Actual Cost (A)
To and From School	________
In-Home Visits	________
Other (In-Program or field trips)	________
TOTALS	________

	Transportation Cost:	________
E.	**OPERATION AND MAINTENANCE**	
	Please specify: ______________________	________

SUBTOTAL A to E ________ F

G.	**ADMINISTRATION**	________ G
H.	**CONTRIBUTION TO CAPITAL FUND**	
	FURNITURE AND EQUIPMENT - (Please attach a detailed breakdown indicating each capital item , and the child it was purchased for)	________ H

TOTAL ECS Actual Program Costs : F+G=H $ ________ I

Alberta
LEARNING

Name of School / Centre	Identify Each Program Unit(s) Separately Within A School / Centre	Number Of Children in Each Unit	Approved Budget Amount	Funding Ceiling
TOTALS				

FUNDING CEILING
Based on 800 hours of operation

NUMBER OF CHILDREN IN EACH PROGRAM UNIT	2001/2002 PROGRAM UNIT RATES
1	$ 20,864
2	$ 26,039
3	$ 31,214
4	$ 36,389
5	$ 41,564
6	$ 46,739
Each Additional Child	$ 5,175

Alberta
LEARNING

APPLICATION FORM
EARLY CHILDHOOD SERVICES
TRANSPORTATION

For the School Year: September 1, 2000 to August 31, 2001

TRANSPORTATION AS OF SEPTEMBER 30

INSTRUCTIONS:

Complete this form using:

- **(a)** the number of children with disabilities being transported.
- **(b)** the maximum number of program operation days.
- **(c)** the number of regular children being transported.
- **(d)** the number of planned in-home visits.

DATE PROGRAM BEGINS: ____________________ **DATE PROGRAM ENDS:** ____________________

1. Number of eligible transported ECS children transported by a school bus, public transit system, or parent.		____________________	**X $409 =**	$ ____________
2. Number of children with disabilities requiring special transportation. ________	X	____________________ Program Operation Days	**X $11.00 =**	$ ____________
3. Total number of in-home visits for all ECS children.		____________________	**X $11.00 =**	$ ____________

Number of children in-home visits are provided for: __________

CERTIFICATION

I certify that to the best of my information and belief, the number of children transported, the number of in-home visits, and the program operation days is accurate.

____ ____________________
(Signature of Secretary-Treasurer) **(Date)**

____
(Private ECS Operator or Private School)

01AL2.6 **RETURN TO: SCHOOL FINANCE by November 30**

Alberta
LEARNING

PRIVATE SCHOOLS
REPORT OF PURCHASED ADLC COURSES

ADLCCourses that are paid for by the school authority and whose course marks are reported ADLC in Barrhead.
(Exclude Home Education students at September 30 and students taking courses through Distance Learning Consortiums)

For the School Year: September 1, 2001 to August 31, 2002

Name of School Authority: ______________________ **Authority Code:** __________

Name of School: ______________________ **School Code:** __________

PURCHASE DATE

☐ September 1 to March 1 ☐ March 2 to June 30 ☐ July 1 to August 31 (Summer School Only)

A-add delete	Alberta Learning Student I.D. #	Name of Student (Alphabetical) Surname / Given Name(s)	Course Code	Course Name	Credit Value

---

CERTIFICATION

I certify that to the best of my information and belief that the number of students reported on this form is correct.

nature of: Secretary-Treasurer/Superintendent) **(Signature of: Teacher/Principal)** **(Date)**

01AL3.1a **RETURN TO: SCHOOL FINANCE**

Alberta
LEARNING

PRIVATE SCHOOLS
BASIC INSTRUCTION

Junior High Courses (taken by **senior high students)**

For the School Year: September 1, 2001 to August 31, 2002

Name of School Authority: ______________________________ **Jurisdiction Code:** __________

Name of School: ______________________________ **School Code:** __________

NOTE: Separate forms are required for each completion date and category combination.

COMPLETION DATE

☐ September 1 to March 1 ☐ March 2 to June 30 ☐ July 1 to August 31 (Summer School Only)

A-add D-delete	Alberta Learning Student I.D. #	Name of Student (Alphabetical) Surname / Given Name(s)	Course Name	Credit Value

CERTIFICATION

I certify that to the best of my information and belief that the number of students reported on this form is correct.

________________________________ (Signature of: Secretary-Treasurer/Superintendent)

________________________________ (Signature of: Teacher/Principal)

________________ (Date)

01AL3.1b **RETURN TO: SCHOOL FINANCE**

Alberta
LEARNING

REGIONAL CONSORTIUM
STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31, 2002
(in dollars)

NAME:____________________________________

REVENUES	Budget 2001 -2002	Actual 2001 -2002	Actual 2000 -2001
Alberta Learning			
Regional Consortium			
Establishment and Maintenance			
Total Alberta Learning			
Other Revenue			
Total Revenues			
EXPENSES			
Professional Development & In Service			
Salaries, wages and benefits			
Services, contracts and supplies			
Other (Please specify)			
Board of Director Expense			
Meeting fee			
Services, contracts and supplies			
Travel and Subsistence			
Total Expenses			
Excess(deficiency) of revenues over expenses			

Note: Statement to be completed by the agent for the Regional Consortium.

CERTIFICATION

I certify to the best of my information and belief that the information identified above is correct.

____
Financial Officer

____
Chair (Regional Consortium)

____
Date

____
Date

01AL6.4a

PLEASE RETURN TO SCHOOL FINANCE BY NOVEMBER 30, 2001

Alberta
LEARNING

REGIONAL CONSORTIUM
STATEMENT OF FINANCIAL POSITION
as at August 31, 2002
(in dollars)

NAME: ______________________________

	2001	2000
ASSETS		
Current assets		
Cash and temporary investments		
Accounts receivable (net after allowances)		
Province of Alberta		
Other Alberta school jurisdictions		
Other		
Prepaid expenses		
Other current assets		
Total current assets		
LIABILITIES		
Current liabilities		
Bank indebtedness		
Accounts payable and accrued liabilities		
Province of Alberta		
Other Alberta school jurisdictions		
Other		
Total current liabilities		
NET ASSETS		
Accumulated surplus(deficit)		
Uncommitted surplus(deficit)		
Operating reserves		
Total net assets		
Total net assets and current liabilities		

CERTIFICATION

I certify to the best of my information and belief that the information identified above is correct.

____
Financial Officer

____
Date

____
Chair (Regional Consortium)

____
Date

01AL6.4b **PLEASE RETURN TO: SCHOOL FINANCE BY NOVEMBER 30, 2001**

Alberta
LEARNING

CAPITAL LOAN INFORMATION

CAPITAL LOANS **For the School Year: September 1, 2001 to August 31, 2002**

Date		Amount		Amount		Term	Interest Rate	Outstanding Supported Balance August 31, 2001	Supported Principal (A)	Supported Interest (B)	TOTAL (A) + (B)
Authorized	Borrowed	Authorized	Borrowed	Eligible	Ineligible						
								TOTAL CAPITAL LOANS			

CERTIFICATION

I hereby certify to the best of my knowledge and belief the Capital Loan Information in this application form is correct.

(Signature of Secretary-Treasurer) (Date)

(Name of School Jurisdiction)

01AL7.2 **RETURN TO: SCHOOL FINANCE by October 22**

ACTIVITY PROGRAM for the purpose of funding is defined as a co-curricular activity outside of, but usually complimentary to, the regular curriculum and offering a high standard of professional training. This activity should be one requiring intensive training.

ALTERNATIVE FRENCH LANGUAGE PROGRAMS means a program offered under Sections 6 and/or 16(1)(a) of the *School Act* where French is used as the language of instruction.

REVISED

- ECS – 238 hours (50%) of the instructional time using French as the language of instruction.
- Elementary – 475 hours (50%) of the instructional time using French as the language of instruction.
- Junior High – 380 hours (40%) of the instructional time using French as the language of instruction.
- Senior High – 250 hours (10 credits) per year using French as the language of instruction.

AUDITION for the purpose of funding means a trial performance in which an actor, singer, dancer or other performer demonstrates prowess in his or her abilities and the audition results are used to determine entry qualification.

BLENDED PROGRAM means an educational program consisting of two distinct parts:

1. A school-provided program where a teacher employed by a school board or accredited private school is responsible for providing the delivery and evaluation of courses; and
2. A Home Education Program which meets the requirements of the Home Education Regulation.

BOARD means the board of trustees of a district or **division**.

CHALLENGE ASSESSMENTS for the purpose of claiming credit enrolment units are available for high school courses. Local **school authorities** may use **challenge assessments** in order to provide students with a means of receiving credits and a final mark for courses in which they already possess the knowledge, skills and attitudes identified in the program of studies and when this assessment is in the students' best interests.

CHARTER means a charter approved under Section 24.3 of the *School Act.*

CHARTER BOARD means the society, or company that is named in a charter as the operator of a charter school.

CHARTER SCHOOL means a **school** established under Section 24.2 of the *School Act.*

CHILD is an individual whose **parent** is a resident of Alberta, and is a Canadian citizen; or

1. Lawfully admitted to Canada for permanent residence;
2. A **child** of a Canadian citizen; or
3. A **child** of an individual who is lawfully admitted to Canada for permanent or temporary residence; and
4. Who is eligible to attend an **Early Childhood Services program** according to the table below.

Needs of Eligible Children	ECS Funding	Minimum age of the child on September 1 of the school year must be:
Severe Disabilities	Basic and Program Unit	2 years 6 months
Mild or Moderate Disabilities	Basic and Mild/Moderate	3 years 6 months
Regular	Basic	4 years 6 months
Developmentally Immature	Basic	5 years 6 months

This definition does not include a **First Nations child**, but does include a child attending an ECS program operated by the Government of Canada or any agency of the Government of Canada or a council of a band as defined in the *Indian Act* (Canada) or any agency established by a council of a band or councils of bands with which the Alberta **school jurisdiction** has an agreement under Section 46(2)(b) or (c) of the *School Act* for the individual.

CHILD WITH MILD OR MODERATE DISABILITY means a **child** who is assessed as having a mild or moderate mental disability, visual impairment, learning disability, hearing impairment, emotional/behavioural disability or physical disability.

COUNT DATE is used to determine eligibility for funding and refers to the specific date on which students and/or **children** should be counted. If the **count date** is September 30, only those enrolled on that date can be included in the count. If the **count date** of September 30 falls on a weekend, the last school day in September shall be used as the **count date**.

DENSITY is a term used in Rural Transportation Block funding. The **density** rating for a **school jurisdiction** is calculated by dividing the **effective transportation area** in the jurisdiction by the number of weighted **eligible passengers** (**eligible passengers** multiplied by the **weighting factor** for each).

DESIGNATED SCHOOL is a term used in Rural Transportation Block funding. A designated school is the **school** in which a **board** has enrolled a student in accordance with Section 28(2) of the *School Act.*

REVISED

DESIGNATED SPECIAL EDUCATION ECS PROGRAM means an **ECS program** in which at least 70 per cent of the **children** served have a severe disability. **ECS programs** with this designation may include **children with mild or moderate disabilities** and/or regular ECS **children**, totaling a maximum of 30 per cent of their ECS population. Approval for status as a **Designated Special Education Private ECS Program** is obtained by submitting a written request to the Director of Special Programs Branch.

For the 2001/2002 school year, the following programs have been approved for this status: This list will be reviewed annually.

- Black Gold Regional Div. No. 18
  - Ecole Bellevue
  - Early Entry Program
- Calgary School District No. 19
  - Emily Folinsbee
  - Knobb Hill Elementary School
  - Queen Elizabeth Elementary
- Edmonton School District # 7
  - Glenrose School
  - Hazeldean School
  - Mayfield School
  - Waverley School
  - Scott Robertson School
  - Tevie Millar Heritage School
  - Evansdale School
  - Homesteader School
  - Elmwood School
- Elk Island Public School Reg. Div # 14
  - REACH Program
- Grande Prairie #2357
  - Crystal Park Pre-School Program
- Greater St. Albert Reg. Div. # 29
  - Vital Grandin School
  - Vanier Elementary School
- Medicine Hat #51
  - Harold Pre-School
  - River Heights Pre-School
- Parkland School Division # 70
  - Broxton Park

- Calgary Quest Children's Society
- Children's Services Centre – Red Deer
- Connect Society DEAF Services
- Community Options/Edmonton NW Child Care Society
- ECS Creative Learning/Cause + Effect
- Elves Special Needs Society
- Family Linkages
- GRIT Edmonton/Home Opportunities for the Multi-Handicapped
- GRIT Calgary
- Horizon School
- New Heights Early Learning Services
- PACE
- Prep Program
- Providence Child Development Centre
- Renfrew Educational Services
- Salvation Army Children's Village
- Society for the Treatment of Autism
- The Heartland Agency

This list will be reviewed annually.

DESIGNATED SPECIAL EDUCATION PRIVATE SCHOOL is a **private school** that meets the following criteria:

1. The sole purpose of the **school** is to serve students with special needs, and all students who are enrolled in the **school** are diagnosed as needs at the mild, moderate, or severe levels;
2. REVISED The educational programs provided to the students require modifications to the Program of Study, and are specified in **Individualized Program Plans (IPP)** for each student; and
3. Approvals for designation as a **special education private school** are obtained from the **Minister** by submitting a request to the Director of Special Programs. For the 2000/2001 school year, the following schools are in this category:

REVISED

- Alberta Bosco Homes
  - Columbus Academy
  - Phoenix Academy
  - Thomas More School
- Calgary Society for Effective Education
  - Calgary Academy
- Calgary Quest School
- Edmonton Academy
- Elves Child Development Centre
- Foothills Academy
- Horizon School
- Janus Academy
- Parkland School
- Renfrew Educational Services
- Renaissance Learning Center
- Rundle College Academy
- The Skills Factory
- The Third Academy
  - Calgary
  - Lethbridge
  - Red Deer

This list will be reviewed annually.

4. The school may also serve regular students who have a sibling with special needs enrolled at the school.

DEVELOPMENTALLY IMMATURE means a student of compulsory age for basic education who, in the opinion of his/her **parent**, **Early Childhood Services operator** and **board**, would benefit from an **Early Childhood Services program**. This student is not eligible for special education funding. An individual who is eligible to proceed to grade 1, but has been assessed as **developmentally immature** and whose program plan involves both ECS and grade 1 instruction may be counted either as a **child** under Part 2 or as a **funded student** under Part 1.

DISTANCE is a term used in Rural Transportation Block funding. Distance refers to the **eligible transportation distance** which each **eligible passenger** resides from his or her **designated school**.

DIVISION means a school division or regional division established pursuant to the current *School Act* or any predecessor *School Act* or Ordinance *School Act*.

EARLY CHILDHOOD SERVICES (ECS) PROGRAM means an education program provided pursuant to Section 24 of the *School Act*.

EARLY CHILDHOOD SERVICES (ECS) OPERATOR for funding purposes means a **board**, the operator of a **funded private school** or a private operator providing an approved **Early Childhood Services Program**.

EDUCATION SERVICES AGREEMENT means an agreement or a portion of an agreement entered into by a **school jurisdiction** under Section 46 of the *School Act* to educate students under its authority on a full-time basis.

EFFECTIVE TRANSPORTATION AREA for the purposes of Rural Transportation Block funding means the total area in square miles in a **district** or **division** excluding:

- unpopulated Crown land, military reserves, grazing leases, provincial parks, and large bodies of water; and
- townships where two or more adjacent townships have vacant land which is at least the size of a township; and
- outlying townships within the jurisdiction boundary where the **school jurisdiction** provides no transportation service; and
- city, town village or hamlet with a population greater than 10,000.

but including:

- any township in which a portion of the township is privately owned; and
- two square miles per mile of road corridor through vacant townships between populated areas.

ELIGIBLE PASSENGER for purposes of student transportation funding refers to an individual who is transported under Section 34 of the *School Act* and the Student Transportation Regulation or required to be transported to and from **school** under Section 34 of the *School Act* and the Student Transportation Regulation and is enrolled in a school of the board, as follows:

1. An aide accompanying a **disabled funded student** or an **ECS child** in a program unit who is transported to and from **school**; or
2. A **funded student** who:
   a) resides within the boundaries of a **school jurisdiction** and attends a **school** operated by that **board**; or
   b) resides within the boundaries of a **school jurisdiction** and attends a **school** operated by another **board** with which the **school jurisdiction** has an **education services agreement** for that student; or
   c) resides within the boundaries of another **school jurisdiction** with which the **board** has an existing **transportation agreement** for that individual or who has been admitted to a **school** operated by another **board** and is transported within the boundaries of that **board**; or
   d) resides in **unorganized territory** and attends a **school** operated by a **board** adjacent to the **unorganized territory**; or
   e) resides in **unorganized territory** and attends a **school** operated by a **board** or a **private school** with which the **school jurisdiction** adjacent to the **unorganized territory** has an existing **transportation agreement**; and

ELIGIBLE PASSENGER (Cont.)

   f) resides at least 2.4 kilometres (by the most direct route on a **highway**) from the **school** that the individual has been directed to attend pursuant to Section 28(2) of the *School Act*; or
   g) resides at least 2.4 kilometres (by the most direct route on a **highway**) from the **school** at which the individual is attending a language program complying with Section 6 of the *School Act*; or
   h) resides in **unorganized territory** at least 2.4 kilometres (by the most direct route on a **highway**) from the **school** that individual attends; or

3. A disabled **funded student** who requires transportation to and from **school**;
4. A student who is transported by horse drawn vehicle to the **school** which the student has been directed to attend; or
5. A **private school funded student** who resides within the boundaries of a **school jurisdiction** and attends a **private school** with which the **school jurisdiction** has an **education services agreement**.

ELIGIBLE STUDENT means a student who:

1. On September 30 meets the requirements of Section3(1)(b) of the *School Act*;
2. Either has a parent who ordinarily resides in Alberta or is an independent student who ordinarily resides in Alberta;
3. Is enrolled in and is attending a school operated by a board;
4. Is at least 5 years 6 months but less than 20 years of age on September 1 of the year in which the student is counted;
5. Is not a student enrolled in a **home education program**;
6. Is not a child to whom an early **childhood services program** is being provided pursuant to Section 24(1)(a) of the *School Act*; and
7. Is not an Indian residing on a reserve pursuant to the *Indian Act* (Canada).

ELIGIBLE TRANSPORTED ECS CHILD is a **child** enrolled in an **ECS program** who resides at least 2.4 kilometres from the program in which the **child** is enrolled.

ELIGIBLE TRANSPORTATION DISTANCE for the purposes of Rural Transportation Block funding means the distance each **eligible passenger** resides from his or her designated school. It is the one-way distance from the boundary at the roadway access to the residence nearest to the **school** of the quarter section or lot on which the residence of the **eligible passenger** is situated to the **designated school** in kilometres on a travelled road or public right of way on any part of which the public is ordinarily entitled or permitted to use for the passage of vehicles, but does not include privately owned laneways or roads. Distances that students are transported on private laneways or roads is **eligible transportation distance** only where the **eligible passenger** is wheelchair-bound, a **funded student with severe disabilities,** or a **child with severe disabilities**.

EXPECTED ELIGIBLE PASSENGER is a term used in Section 1.B.7 - Urban Transportation Block and refers to the estimated number of **eligible passengers** calculated on the basis of enrolment and a number of factors which affect eligibility for transportation.

FACILITY a site, building or space within a building which serves a number of specified space functions.

FIRST NATIONS STUDENT means an individual, usually residing on an Indian Reserve:

1. Who pursuant to the *Indian Act (Canada)* is registered as an Indian or is entitled to be registered as an Indian; and
2. For whom the educating **school jurisdiction** receives payment of a tuition fee from the band or band council which is provided by the Government of Canada in respect of that individual.

NEW ***FRANCOPHONE EDUCATION PROGRAM*** means a program operated by a Francophone Regional Authority under Section 5 of the *School Act*.

FROZEN FUNDED HEAD COUNT

The **Frozen Funded Head Count** is a snapshot of the September 30 Funded Head Count as it stands on the last business day in May each year.

This count includes any add/change/deletes and cleared priority school conflicts that are processed by School Finance to the last business day in May each year.

FUNDED PRIVATE SCHOOL means an **accredited private school** that receives a grant under the School Grants Regulation (A.R.72/95).

FUNDED STUDENT is an individual who:

1. Is attending a **school** or a **blended program** in grades 1 to 12 on September 30 of the current school year;
    a) operated by a **school jurisdiction**; or
    b) in another province operated by a board of trustees or similar governing body of a publicly funded school or separate board or a person with which the Alberta **school jurisdiction** has an agreement under Section 46 (1) or (2) of the *School Act* for the individual because s/he is a resident student of the **school jurisdiction** or a Charter section 23 student represented by a Francophone Regional authority; or
    c) operated by the Government of Canada or any agency of the Government of Canada or a council of a band as defined in the *Indian Act* (Canada) or any agency established by a council of a band or councils of bands with which the Alberta **school jurisdiction** has an agreement under Section 46(2)(b) or (c) of the *School Act* for the individual because s/he is a resident student of the **school jurisdiction**; or
    d) in another province or country under an **reciprocal exchange program** approved by Alberta Learning with a student from that respective province or country; and

FUNDED STUDENT (Cont.)

2. Is at least 5 years 6 months, but less than 20 years of age on September 1 in the school year in which s/he is counted; or who
    a) is less than the 5 years 6 months stipulated above, is enrolled in grade 1; and
    b) has previously attended a Ministry of Learning **Early Childhood Services program** outside of Alberta that meets the learner expectations of the Kindergarten Program Statement, or has been placed in grade 1 for sound educational reasons because an **ECS** program was not available.
3. Is a Canadian citizen; or
    a) lawfully admitted to Canada for permanent residence;
    b) a **child** of a Canadian citizen; or
    c) a **child** of an individual who is lawfully admitted to Canada as a permanent or **temporary resident**; and
4. Has a parent who ordinarily resides in Alberta (*School Act*, Section 236), or is an **independent student** who ordinarily resides in Alberta; and
5. Is not counted for basic instruction funding by another **school jurisdiction**, a **funded private school** or **ECS operator** under the School Grants Regulation (A.R. 72/95); and
6. Is not a **First Nations student** as defined in the Glossary of Terms enrolled in a **school** operated by a **board**; and
7. Is not a **home education student**.

FUNDED STUDENT WITH DISABILITIES means a **funded student** with a mental, behavioural/emotional, sensory or physical disability or who is considered to be medically fragile.

FUNDED STUDENTS WITH SEVERE DISABILITIES are **funded students** whose eligibility for severe disability is defined in Part 1, Section 1.A.2, and Part 3, Section 3.2, of this Manual.

GROUP HOME means any home operated or approved by the government and includes a treatment (therapeutic and/or specialized foster care) foster home where there is more than one individual placed in the home. Where there is only one individual placed in the treatment foster home, the Deputy Minister, may designate that individual as a Resident Student of the Government. Requests for such designations should be submitted to the Special Programs Branch.

HIGHWAY as defined by the *Highway Traffic Act* means any thoroughfare, street, road, trail, avenue, parkway, driveway, viaduct (pedway), lane, alley, square, bridge, causeway, trestle way or other place, whether publicly or privately owned, any part of which the public is ordinarily entitled or permitted to use for the passage or parking of vehicles; and

1. Includes:
    a) a sidewalk (including the boulevard portion of the sidewalk);
    b) if a ditch lies adjacent to and parallel with the roadway, the ditch; and

HIGHWAY (Cont.)

  c) if a **highway** right of way is contained between fences or between a fence and one side of the roadway, all the land between the fences, or all the land between the fence and the edge of the roadway, as the case may be; **but**

2. Does not include a place declared by the Lieutenant Governor in Council not to be a **highway**.

HOME EDUCATION STUDENT means an individual who:

1. Meets the requirements of the Home Education Regulation (A.R. 126/99);
2. Is under the supervision of a **school jurisdiction** or a **funded private school** and living in Alberta on September 30; and
3. Is 5 years and 6 months or greater, but less than 20 years of age on September 1 in the school year in which s/he is counted;
4. Is a Canadian citizen; or
   a) lawfully admitted to Canada for permanent residence;
   b) a **child** of a Canadian citizen; or
   c) a **child** of an individual who is lawfully admitted to Canada for permanent or temporary residence; and
5. Has a **parent** who ordinarily resides in Alberta, or is an **independent student** who ordinarily resides in Alberta; and
6. Is not counted by another **school jurisdiction** or **private school** for basic instruction funding, or an **ECS operator** under the School Grants Regulation (A.R. 72/95).

INDEPENDENT STUDENT means a student who under Section 1(1)(h) of the *School Act* is

1. 18 years of age or older; or
2. 16 years of age or older; and:
   a) who is living independently; or,
   b) who is a party to an agreement under Section 7(2) of the *Child Welfare Act*;

IN-HOME PROGRAM

NEW An **Early Childhood Services (ECS)** program delivered to an **ECS** child on a one-on-one basis through home visits in the child's home or other alternate setting by a teacher, teacher assistant and/or child development specialist. A primary purpose of an in-home program is to actively involve parents and/or caregivers (with the educational team) in the development and delivery of a comprehensive educational program for the child. For program and funding purposes, an eligible home visit must meet the following requirements:

- All home visits must be under the supervision of the child's teacher
- A home visit must involve the parent/guardian or alternate caregiver
- A home visit must be at least 1.5 hours in length
- Visits to the home by a developmental specialist need to support the child's overall educational program in order to count as an eligible home visit.

IN-HOME PROGRAM (CONTD.)

The number, setting, and structure of home visits must be determined in consultation with the parents prior to implementation of the program. Some visits to alternate caregivers can be included as a part of the home program with the parent's agreement. Summary reports of visits to alternate caregivers must be shared with the parent either in written or verbal form. All home visits should be carefully planned and documented.

IN THE CUSTODY OF A DIRECTOR under the *Child Welfare Act* means a student who is in:

1. Custody by agreement;
2. Temporary custody; or
3. Permanent custody; and

may include students in Handicapped Children's Service Agreements where custody is part of the agreement.

INSTITUTION means any residence operated or approved by the Government where staff are paid a salary to provide lodging and care on a twenty-four hour basis for the individuals in residence, and which is not currently provided for under the terms and conditions of foster parent agreements within the Province of Alberta. **Funded students** attend the school program on site or in a facility for which the government department controlling the **institution** is legally responsible. Students who reside in an **institution** have been placed there:

1. Through hospital admission; or
2. Through a court order or agreement under the *Child Welfare Act*; or
3. For protection by:
   a) Alberta Children's Services;
   b) Alberta Health and Wellness; or
   c) Alberta Justice; or
4. As temporary residents of a women's shelter because of a situation where there is need for protection from physical, psychological or sexual abuse.

INSTITUTION (CONTD.)

SCHOOL AUTHORITIES APPROVED TO PROVIDE AN EDUCATIONAL PROGRAM IN AN INSTITUTION

Battle River RD No. 31
- Camrose Women's Shelter

Bosco Homes A Society for Children and Adolescents
- Ranch School
- Phoenix School
- Thomas More School
- Columbus Academy

Calgary School District No. 19
- Battered Women's Shelter
- Dr. Gordon Townsend
- Hull School
- Westview YOC & Enviros

Edmonton RCSSD No. 7
- Genesis

Edmonton School District No. 7
- CASA House
- Glenrose Hospital
- Highwood (Alberta Hospital)
- Howard House
- Kennedale YOC
- Kochee Mena
- McMan Group Home
- Rosecrest
- Royal Alexandra
- University of Alberta
- WIN House
- Yellowhead Youth Centre

Elk Island PSD No. 14
- A Safe Place

Foothills SD No. 38
- Stampede Ranch

Grande Prairie SD No. 2357
- Grande Prairie YOC

Holy Family CSRD No. 17
- High Prairie YAC

Lakeland RCSSD No. 150
- Dr. Savage Crisis Centre

Lethbridge SD No. 51
- Pitawani
- Harbour House
- Hospital Program
- Young Offender Centre

Medicine Hat College
- Saamis Children's Centre

Medicine Hat SD No. 76
- Med Hat Gen Hosp FAST
- Medicine Hat YOC

Northern Lights SD No. 69
- Lac La Biche YAC

Northland School Division No. 61
- Kapashkwatinak Youth Camp

Peace Wapiti School Div No. 33
- Rycroft School

Red Deer School Dist No. 104
- Parkland Treatment Centre
- Red Deer Hospital Centre
- Oskayak
- Direwood
- Red Deer YRC

Sturgeon SD No. 24
- Oak Hill Boys Ranch

St. Paul Education RD No. 1
- Poundmaker's

Wetaskiwin Reg. Div. No. 10
- Wetaskiwin Treatment Centre

Wild Rose School Division No. 66
- Kootenay School

Wolf Creek RD No. 32
- Alberta Hospital, Ponoka

INDIVIDUALIZED PROGRAM PLAN (IPP) means a concise plan of action that is designed to address the student's special needs, and is based on diagnostic information which provides the basis for intervention strategies. All students with exceptional needs, from severely disabled to the gifted and talented, require an IPP.

The IPPs of **children** with exceptional needs will identify:

1. Specific educational and non-instructional strategies;
2. Long-term goals and short-term objectives;
3. Evaluation procedures and diagnostic information on which the plan is based;
4. Review dates;
5. Placement plans for **children** who are served outside the regular classroom; and
6. Placement plans to re-introduce students who have previously been withdrawn to the regular classroom.

LONG TERM MEDICAL CARE refers to a situation in which students are placed in an **institution** at the request of a medical doctor for a continuous term of 30 days or longer.

MINISTER means the Minister of Learning.

MULTI-TRACK: A year round schedule in which the student enrolment is divided into groups, usually four. At any one time, one group is "off track" or on vacation.

ON-LINE PROGRAM is a program offered by a **school** delivered electronically at a **school** site or off-campus, under the instruction and complete supervision of a certificated teacher of a **board** or accredited **private school**. For full student funding, the elementary and junior high students must have access to 950 hours of instruction and senior high students must have access to 1000 hours of instruction.

OPEN SCHOOL CALENDAR: This model provides for school to be open about 250 days a year. Every weekday of every month.

OPERATING DAY is used in conjunction with rural transportation and means a day in a school year during which the **schools** of a **school jurisdiction** are scheduled to be open for classroom instruction.

OTHER LANGUAGE IMMERSION PROGRAMS

- All grade levels – minimum of 25% of the instructional time to a maximum of 50% of instructional time using a language other than French or English as the language of instruction.

OUTREACH PROGRAM means a program offered by a **school** which provides a basic education developed for **funded students** who are unable to attend or benefit from a regular school program. The requirements of the program are detailed in the Outreach Program Policy 1.1.4.

1. An **outreach program** must be offered in a stand-alone facility.
2. **Home education students** are not eligible for outreach funding, and are not reported as part of the **outreach program**.

PARENT means in respect of a student, the relevant individual under section 1(2) of the *School Act* unless otherwise specified.

REVISED

PRIVATE ECS OPERATOR means a society registered under the *Societies Act* or a non-profit company registered under Part 9 of the *Companies Act* other than a **private school** or be incorporated under an act of the Legislature; that

1. Operates an **early childhood services program**; and
2. Receives funding under the School Grants Regulations (A.R. 72/95) for the program.

PRIVATE SCHOOL means a **school** registered under Section 22 of the *School Act*.

PRIVATE SCHOOL FUNDED STUDENT means an individual:

1. Who attends a **funded private school** or **blended program** in grades 1 to 12 on September 30 of the current school year; and
2. Who is at least 5 years 6 months but less than 20 years of age on September 1 in the school year in which s/he is counted; or who
   a) is less than 5 years 6 months of age on September 1 in the school year in which s/he is counted; and
   b) has previously attended a Ministry of Learning **Early Childhood Services program** outside of Alberta that meets the learner expectations of the Kindergarten Program Statement, or has been placed in grade 1 for sound educational reasons because an **ECS program** was not available.
3. Is a Canadian citizen; or
   a) lawfully admitted to Canada for permanent residence;
   b) a **child** of a Canadian citizen; or
   c) a **child** of an individual who is lawfully admitted to Canada for permanent or temporary residence; and
4. Who has a **parent** who ordinarily resides in Alberta, or is an **independent student** who ordinarily resides in Alberta; and
5. Who is not a **funded student**; and
6. Who is not a **First Nations student** as defined in the Glossary of Terms; and
7. Who is not a **Home Education student**.

PUBLIC TRANSIT SYSTEM refers to a bus or light rail system owned, operated or contracted by a city, town, village or hamlet which offers service to the public within its boundaries. Taxis and/or bussing systems designed for disabled individuals are not considered public transit.

RECIPROCAL EXCHANGE PROGRAM means a recognized program under which a **student** who is an Alberta **resident student** is partnered or paired with a student who is a resident of another province or country. The exchange occurs in the same **school jurisdiction** in the same school year, or the subsequent year.

RESIDENT BOARD means the **board** of the district or **division** of which a student is a **resident student**.

RESIDENT STUDENT means an individual who is entitled to have access to an education program under Section 3 and who is a resident student as determined under Section 27.

ROUTE DISTANCE is a term used in conjunction with rural transportation and means:

1. The distance from the point of the first morning pick-up by regular routing to the point of the last morning drop-off and back to the point of the first morning pick-up by the shortest or most direct route;
2. The distance from the point of the first afternoon pick-up by regular routing to the point of the last afternoon drop-off and back to the point of the first afternoon pick-up by the shortest or most direct route;
3. The distance travelled on a **highway** by a vehicle transporting **eligible passengers** to and from **school**, or on a feeder route, on an **operating day** or by a vehicle transporting **eligible passengers** on a weekend between their places of residence and their boarding places or **schools** where both places are in the same district or division.

RURAL DISTRICT means a district or **division** that is not an **urban district**.

SCHOOL means a structured learning environment through which an education program is offered to a student by:

1. A **board**;
2. An **operator** of a **private school**;
3. An **early childhood services program private operator**;
4. A **parent** giving a home education program; or
5. The **Minister**.

SCHOOL AUTHORITIES for the purpose of this Manual include **School Jurisdictions, Funded Private Schools, Private ECS Operators, and Charter Schools**.

SCHOOL BUILDING means a building used for the instruction or accommodation of students that is owned or occupied by a school jurisdiction, a school jurisdiction and a municipality, or a school jurisdiction and another person.

SCHOOL BUS means a motor vehicle that:

1. Is owned, leased or contracted by a **school jurisdiction**;
2. Is used for the transportation of **eligible passengers**;
3. Has a passenger **seating capacity** of 12 or more; and
4. Is without exemption a Type I, Type II, Type III or Type IV **school bus** as described in the CSA Standard D 250-M 1985 as amended or replaced from time to time as issued by the Canadian Standards Association.

SCHOOL JURISDICTION means a **board**, the Lloydminster Public School Division, or the Lloydminster Roman Catholic Separate School Division.

SINGLE-TRACK: A year round schedule in which the entire student enrolment has the same schedule of days and vacation days. All students on the same track.

SUPERVISING BOARD means the resident board or the willing non-resident board providing supervision of the home education program.

STUDENT WITH SPECIAL NEEDS for the purpose of credit enrolment unit funding means a high school student who requires a different or modified regular school program to meet his or her exceptional needs. The **Individualized Program Plan** provides documentation for the program and is a mandatory requirement for any student claimed as a special education student under the CEU funding.

TEMPORARY RESIDENT for purposes related to the interpretation of the *School Act*, is defined as a person who:

a) has been issued a student authorization and is registered in a full-time, full-year program (e.g. a foreign student who is registered full-time in a recognized post-secondary program in Alberta for one year or more); or
b) has been issued an employment authorization to work temporarily in Canada (e.g. a temporary foreign worker); or
c) has filed a refugee claim to the Immigration and Refugee Board (IRB) within the past year (e.g. a refugee claimant);or
d) has been issued a federal Minister's Permit; or
e) has diplomatic status in Canada.

Temporary residents will not include:

a) visitors/tourists to Canada, with or without a valid visitor's visa;
b) individuals in Canada with student authorizations who are not registered in a full-time, full-year program and;
c) individuals in Canada for three months or less for the purposes of language training.

TEMPORARY RESIDENT (Contd.)

A child whose parent(s) fit the definition of a **temporary resident**, as it relates to the *School Act*, is eligible to access basic education and the parent can not be required to pay foreign student tuition fees. In all other cases, children are required to have a valid student authorization (a federal requirement) and the parent may be required to pay foreign student fees at the discretion of the **school board.**

TRANSPORTATION AGREEMENT means an agreement or a portion of an agreement entered into by a **school jurisdiction** under Section 46 of the *School Act* to transport students under its authority to a **school**.

UNORGANIZED TERRITORY means any area in Alberta that is not included within a district, a **division**, or a regional division.

URBAN DISTRICT means:

1. A city district which is not included in a school division or regional division; and
2. A district, **division** or regional division or portion thereof designated by the **Minister** as an **urban district**.

WEIGHTING FACTOR is a term used in conjunction with rural transportation and means that for the purposes of Block Funding:

1. Each **eligible passenger** in ECS and grades 1 to 6 is multiplied by a factor of 1.0;
2. Each **eligible passenger** in grades 7 to 12, is multiplied by a factor of 1.50;
3. Each **eligible passenger** in grades 1 to 12 registered as a Code 41, 42, 43, 44 or 46 student, is multiplied by a factor of 3.0;
4. An aide accompanying **disabled funded students** or **ECS children** in program units, is multiplied by a factor of 1.50; and
5. Each **eligible passenger** who requires a wheelchair is multiplied by 6.0.

YEAR ROUND EDUCATION for the purpose of transportation funding means that a school offers either **Single-Track** schedule, **Multi-Track** schedule or **Open School Calendar**. These calendar schedules may include:
Scheduling 45 days of instruction followed by 15 days of vacation. (45/15)
Scheduling 60 days of instruction followed by 20 days of vacation. (60/20)
Scheduling 90 days of instruction followed by 30 days of vacation. (90/30)
Quarter System of four instructional periods of approximately 13 weeks.
Continuous School Year any plan for school operation in which the school plant is used during the entire year.

RECESSING OR CEASING OF OPERATIONS BY AN ECS PRIVATE OPERATOR

POLICY

When funding has been provided by Alberta Learning and the funding has not been used for the purpose for which the grant funds were provided, then the surplus money shall be returned to the Provincial Treasurer or provided to another operator of an approved Early Childhood Services program.

GUIDELINES

1. An ECS operator may choose to go into recess for not more than one year before making a final decision on ceasing or resuming operations.

2. The final decision to cease operations must have been reached by the members of the society governing the ECS operations, at a general meeting called within the provision of the society's by-laws. This decision should be communicated to the respective Zone Services Branch as soon as possible.

3. If an ECS operator decides not to continue providing a program, the operator may determine if another ECS operator in the community is willing to take over the program. An ECS program must be operated by the new operator.

   If another operator in the community agrees to take over the program and to accept the transfer of assets, liabilities, including any operating and capital surpluses, that new operator must acknowledge receipt of this transfer and agree not to claim a capital grant. Written acknowledgement of an agreement to these terms must be sent to School Finance, Alberta Learning.

4. If an ECS operator does not transfer its assets to another operator, Alberta Learning will determine the amount of surplus from operations to be returned to the Provincial Treasurer. In addition, if a capital grant has been obtained within the final three years of operation, a portion of this grant must be returned.

PROCEDURES

1. Sign an agreement/contract for the transfer of the ECS operator's assets and liabilities to another operator. A letter of agreement signed by both parties is sufficient.

2. Prepare an Audited Financial Statement (AFS) for the final year of operation or portion thereof and submit this statement to Alberta Learning.

3. Prepare an inventory schedule of assets transferred on the date operation ceased and have it signed by officials of the ECS operator accepting the transfer.

PROCEDURES (CONTD.)

4. Notify Alberta Consumer and Corporate Affairs, Corporate Registry if the society will be dissolved on the specified date.

5. In the year an operator decided to cease operations, fees paid by parents in that year may be returned to the parents from the operating surplus of that year.

6 When the ECS operator ceases operation but does not transfer the assets and liabilities to another operator, the final AFS will be reviewed and the accumulated surplus, if any, will be prorated by Alberta Learning. The portion of the surplus to be returned to Alberta Learning will be calculated on the ratio of Alberta Learning's contribution to the total revenue of the ECS program over the final three years of operation.

7. The disposition of the operating surplus and capital assets not returned to Alberta Learning should be authorized at a meeting of the society members.

13 (1) A Minister may make grants if

(a) he is authorized to do so by regulations under this section, and

(b) there is authority available in a supply vote for the purpose for which the grant is to be made.

(2) The Lieutenant Governor in Council may make regulations applicable to a Minister

(a) authorizing the Minister to make grants;

(b) respecting the purposes for which grants may be made;

(c) governing applications for grants;

(d) respecting the persons or organizations or classes of persons or organizations eligible for grants;

(e) respecting the conditions required to be met by any applicant for a grant to render that person or organization eligible for the grant;

(f) empowering the Minister in particular circumstances to waive eligibility criteria prescribed under clause (d) or (e);

(g) respecting the conditions on which a grant is made and requiring the repayment of the grant to the Government if the conditions are not met;

(h) providing for the payment of a grant in a lump sum or by instalments and prescribing the time or times when the lump sum or the instalments may be paid;

(i) authorizing the Minister to make deductions from a grant and prescribing the circumstances under which the deductions may be made;

(j) limiting the amount of a grant or class of grant;

(k) authorizing the Minister to delegate in writing to any employee of the Government any power conferred or duty imposed on him by this section or the regulations;

(l) requiring a person or organization receiving a grant to account for the way in which the grant is spent in whole or in part;

(m) authorizing the Minister to enter into an agreement with respect to any matter relating to the payment of a grant.

(3) A regulation made under subsection (2) may be specific or general in its application.

(4) Despite subsection (2)(g), the Minister may impose further conditions not prescribed in the regulations on the making of a particular grant.

BACKGROUND

Alberta Learning recognizes the desire of a school board and its teachers to negotiate contractual arrangements that are acceptable to both parties. In the event that negotiations break down and a strike by teachers or a lockout by a **board** occurs, Alberta Learning will adjust funding while keeping the educational needs of the students in the forefront. As long as educational services are maintained funding will be provided. Adjustment of funds will prevent a financial benefit from accruing to a **board**.

PURPOSE

In the event of a strike by staff or a lockout by a **board**, when educational services are not provided the funding payable to a **board** shall be reduced.

CONDITIONS

1. The **Minister** may reduce funding provided under the Alberta School Foundation Fund and/or the General Revenue Fund for the period for which cessation of services occurred.

2. The amount of the reduction will be based on the following:

   a) The number of operating days, (including teaching preparation days and inservice days) for which the strike or lockout occurred;

   b) The funding rates and applicable data for the year in which the strike or lockout occurred;

   c) A 200 day school year where funding is payable based on an annual formula;

   d) The number of instructional hours or days for the applicable period where funding is payable based on instructional hours or is provided for a semester, trimester or quarter;

   e) The total number of days the program is scheduled to operate for the year where funding under the **Early Childhood Services (ECS) Program** is payable based on an annual formula;

   f) Scheduled holidays, statutory holidays and make-up time for teaching days lost as a result of the strike or lockout will not be used to reduce the number of days or time upon which the reduction is determined.

CONDITIONS (CONT'D)

3. Funding may be reduced by 100% of the amount payable for the period during which the cessation of services occurred, except for the following:

   a) French language funds from the federal government;
   b) Funding provided for out-of-province education;
   c) Boarding allowance;
   d) Plant operation and maintenance;
   e) Board governance / system administration (which will continue to be paid at the same rate regardless of the strike);
   f) Contracted services, in place prior to the strike or lock-out, for the provision of instruction to **resident students** outside of the jurisdiction.

4. Funding will be reduced by less than 100% where the **board** can demonstrate to the satisfaction of the **Minister** that the cessation of services resulted in costs that could not be supported by the funding under Procedure 3.

5. Transportation funding will be reviewed on an individual basis to determine ongoing costs beyond the control of the **board**.

6. A **board** may be reimbursed the cost of providing distance learning to students for use during cessation of services.

7. A **board** shall notify Alberta Learning, immediately following the end of a strike or lockout, of the period and number of days of the cessation of services, eligible transportation costs beyond the control of the board and eligible costs for distance learning courses.

8. In the event of a **school jurisdiction** being on strike during the **count date**, an alternate **count date** will be determined by the Director of School Finance.

9. Once determined, Alberta Learning will notify the **board** of the amount of the reduction in funding, including a detailed calculation on the reduction.

10. Where required, the funding reduction amount will be recovered from the next applicable payment(s) to the **board**.

11. In the event of a dispute over the amount of the funding reduction a **board** may submit its concern in writing to the **Minister**.

Alberta
LEARNING

Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, Alberta
Canada T5K 0L2

October 2, 2001

To: All Superintendents and
Secretary–Treasurers of
School Authorities, Charter Schools,
ECS Private Operators, and Private Schools

Re: Updates For 2001/2002 School Year

Some of the forms sent out in the 2001-2002 Funding Manual for School Authorities have been revised and are attached. These forms were the Program Unit Funding Application (form 01AL2.5a), the Summary of Actual PUF Expenditures (form 01AL2.5B) and the ECS Transportation Application (form 01AL2.6). Please ensure any copies of the old forms are destroyed. Only the new forms should be used to apply for funding. If you made and distributed additional copies of the Funding Manual within your organization, please ensure they receive copies of the revised forms and these instructions.

School Finance's proposal for changes to both the ADLC claim process and the Priority School conflict process has been accepted and will be implemented in the 2001/2002 school year. The documents outlining the new processes effective September 2001 are attached.

Thank you for your assistance in this regard.

Yours sincerely

Penny Clark

Penny Clark
Director of School Finance

Attachments

Alberta
LEARNING

2001-2002 PROGRAM UNIT FUNDING APPLICATION
EARLY CHILDHOOD SERVICES

Refer to Part 2, Section 2.5 of the Funding Manual For School Authorities for information on the completion of this application.
Submit one copy of this application for each school/centre to School Finance.

Name of School Jurisdiction/Private School/Society: ______________________________

Name of School/Centre: ____

Address: ____ **Postal Code:** ________________

Contact Person: __________________________________ **Telephone No:** ________________

Fax No: ________________________ **E-Mail Address:** ________________________

Number of Program Unit children: ☐
(claimed on this application)

Budget Amount: $ ☐
(for this application)

Have any of these Program Unit children been with a previous operator? ☐ **YES** ☐ **NO**

Has Basic Instruction funding been claimed for these children? ☐ **YES** ☐ **NO**

NOTE:
- o The Budget amount is subject to change upon review by the Alberta Learning staff.
- o Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.

DECLARATION

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child in this application and long term plans for the child(ren) have been discussed with the receiving school authority(ies) according to the following criteria:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 2.5 of the Funding For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Learning program requirements.

____ ____________________
(School Jurisdiction Superintendent or President of Society/Private School) **(Date)**

I certify that to the best of my information and belief, the information provided on this application is correct.

____ ____________________
(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE:

APPROVED BY: ______________________________ **Amount Approved: $**________________
(Signature of Performance Certifier)
Special Programs Branch

______________________________ **Date Approved:** ________________
(Signature of Expenditure Officer)
School Finance Branch

01AL2.5a **RETURN TO: SCHOOL FINANCE BEFORE JANUARY 1**

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Severe Disabling Conditions

Severe Mental Disability (Code 41)

A child with a severe mental disability is one who:

- has severe delays in all or most areas of development
- frequently has other disabilities including physical, sensory, medical and/or behavioural
- requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
- should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments.
- has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour scale,Vineland Adaptive Behaviour Scales)

Severe Emotional/Behavioural Disability (Code 42)

A child with a severe emotional/behavioural disorder is one who:

- displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the child and other children.
- has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression
- displays self-stimulation, self-abuse or aphasic behaviour

or

- is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as severe Conduct Disorder. In the most extreme and pervasive instances severe Oppositional Defiance Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician (for ECS) is required, in addition to extensive documentation on the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the child's functioning in an education setting should also be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behaviour disability is not necessarily sufficient to qualify under this category. Some diagnoses not of sufficient severity to qualify include: attention-deficit/hyperactivity disorder (AD/HD), attention deficit disorder (ADD).

Note: Children diagnosed with FAE/FAS in the most severe cases should be reported under Code 44 rather than Code 42.

Severe Multiple Disability (Code 43)

A child with multiple disabilities is one who:

- has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination result in the child functioning at a severe to profound level; and
- requires special programs, resources and/or therapeutic services

Children with a severe disability with and another associated disability should be identified under the category of the primary severe disability.

A child with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

A child with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)
- Emotional Behavioural disabilities

Severe Physical or Medical Disability - including Autism (Code 44)

A child with a severe physical, medical or neurological disability is one who:

- has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the child's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment)
- requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling

A child with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism may not necessarily be sufficient alone to qualify under this category. Eligibility is determined by the functioning level of the child with autism.

In order for a diagnosis of autism to be made, the child needs to evidence difficulties in three broad areas:

- social interaction
- communication; and
- stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A child diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including Alcohol-Related Neurodevelopmental Disorder (ARND) is included in this category. A clinical diagnosis by a psychiatrist, chartered psychologist or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with FAS/FAE. Children with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behaviour, learning, attention and concentration, resulting in the need for extensive intervention and support.

Deafness (Code 45)

A child with a profound hearing loss is one who:

- has a hearing loss of 71 dB (decibels) or more unaided in the better ear over the normal speech range (500 and 4000 Hz) which interferes with the use of oral language as the primary form of communication

or

- has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and
- requires extensive modifications and specialized educational supports
- has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years. If a child has a severe to profound sensori-neural hearing loss that has not changed significantly, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

BLINDNESS (Code 46)

A child with severe vision impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision angle of 20 degrees or less
- has a severe to profound visual impairment that has not changed significantly, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility

For those children who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Severe Communication Disability - For ECS children only (Code 47)

A child with a severe communication disability has severe difficulty in communicating with peers and/or adults because of a severe disability in expressive and/or receptive language and/or total language. This typically includes little, if any, expressive or receptive communication skills.

REVISED

Children who experience a severe communication disorder, as defined here, and have sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive and/or receptive language and/or total language. Results that are at or below the first percentile, on individual components of language (i.e. sentence structure, word structure, sentence recall, etc.) do not meet Alberta Learning criteria for a severe communication disability.

Children whose primary language disability is in the area of phonology are considered to meet criteria for Severe Communication disability under the following conditions:

- A current speech/language assessment identifies the severity of the child's phonological delay as falling in the severe to profound range
- The phonological delay is accompanied by delays in the child's receptive and/or expressive language
- The phonological delay significantly impacts the child's intelligibility

The impact of the child's total language difficulties is such that extensive supports and services are required in order for the child to function within an ECS setting.

A speech language assessment report completed within six months prior to the day the child begins his/her program must be submitted with the Program Unit application.

REVISED

To facilitate communication skills, these children may benefit from small group work or clustering with peers of the same age, and a 475-hour program may be sufficient.

If a child has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disability), then the child would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS children and does not apply for students in grades 1 to 12.

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Alberta Learning ID #	Name of Child Surname/Given Name(s)	Age Dept Use Only	Date of Birth			Location(s) of Child's Program	R or N*	**Assessed Primary Disability Code	Date Program Starts			Date Program Ends			Number of Centre Program Hours	In-Home Programs***	
				Yr.	Mo.	Day				Yr.	Mo.	Day	Yr.	Mo.	Day		Total # of Visits	otal # c visit Hours
		FIRST PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		SECOND PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		THIRD PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		FOURTH PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

* In this column please indicate whether it is:
(R) - for a renewal application;
(N) - for a new for a application.

** Refer to assessed primary disability by Code; i.e., Code 41 Severe Mental Disability, Code 42 Severe Emotional/Behavioral Disability, Code 43 Severe Multiple Disability, Code 44 Severe Physical or Medical (including autism) Disability, Code 45 Deafness, Code 46 Blindness and Code 47 Severe Communication Disability.

For code 44, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

*** Please show the total number of eligible home visits for the school year and the total number of hours these visits comprise.

PROGRAM UNIT FUNDING (PUF) BUDGET

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT **NAME(S)**____________________

PROGRAM UNIT COSTS

INSTRUCTIONAL COSTS

Salaries and Wages (# of hours______X______rate per hour) (# of hours should not exceed the child's program hours by more than 10%)	$__________
Employer's Portion of Fringe Benefits	$__________
Services Purchased (Please specify service with # of hours and rate per hour) ____________________ ____________________ ____________________ ____________________	$__________
Supplies and Materials (Please attach a list if > $500 per child)	$__________
PARENT INSERVICE – please specify ____________________	$__________
STAFF INSERVICE – please specify ____________________	$__________

TRANSPORTATION COSTS:

• Transportation: to and from school	# trips______X $______	______
• In-Home Programs	# visits______X $______	______
• Other: - Field Trips		______
• In-Program Transportation		______
Total Transportation Costs		______(A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Section 1.B for School Jurisdictions.)

• Special Transportation (and/or Regular Transportation)	# trips______ X $11.40	______
• In-Home Transportation	# visits______ X $11.40	______
Total Transportation Revenues		______(B)

NET TRANSPORTATION COSTS: (Costs (A) less Revenues (B), if difference is negative enter 0) $__________

CAPITAL COSTS (child specific only)

Furniture and Equipment: Please specify: ____________________ $__________

Note: Please attach, to this application, a letter of recommendation from an appropriate specialist supporting the capital purchase.

TOTAL PROGRAM UNIT COSTS $__________

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

DEPT. USE ONLY **CEILING AMOUNT** (based on program hours and # of home visits) __________

TOTAL ECS PROGRAM BUDGET FOR
DESIGNATED SPECIAL EDUCATION ECS PROGRAMS APPLYING FOR PROGRAM UNIT FUNDING (PUF)

ECS PROGRAM COSTS

INSTRUCTIONAL COSTS

Salaries and Wages (Please attach breakdown of # of teachers, aides, etc. and costs) $__________

Employer's Portion of Fringe Benefits $__________

Services Purchased (Please attach breakdown of type of service and cost) $__________

Supplies and Materials (Please attach a list if > $500 per child) $__________

PARENT INSERVICE $__________

STAFF INSERVICE $__________

TRANSPORTATION COSTS:

- Transportation: to and from school # trips______ X $______ __________
- In-Home Programs # visits_____ X $______ __________
- Other: - Field Trips __________

  In-Program Transportation __________

Total Transportation Costs __________(A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Section 1.B for School Jurisdictions)

- Special Transportation (and/or Regular Transportation) # trips_____ X $11.40 __________
- In-Home Transportation # visits____ X $11.40 __________

Total Transportation Revenues __________ **(B)**

NET TRANSPORTATION COSTS: **(Costs (A) less Revenue (B), if difference is negative, enter $0) =** $__________

FACILITY COSTS: (Please attach a list of costs) $__________

ADMINISTRATION: Please attach a breakdown of costs) $__________

CONTRIBUTION TO CAPITAL FUND

Furniture and Equipment: (Please attach a list of costs) $__________

TOTAL ECS PROGRAM COSTS $__________

LESS: APPLICABLE REVENUES

AB. Learning Basic Instruction $__________
Mild or Moderate $__________
Plant Operation and Maintenance $__________
AB.-Learning Other (please attach a list) $__________
ECS Administration -(Applies only to private ECS operators) $__________
Other Revenues (please specify) $__________

TOTAL REVENUES $(__________)

NET ECS PROGRAM COSTS ELIGIBLE FOR PROGRAM UNIT FUNDING (total costs minus total revenues) $__________

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

DEPT. USE ONLY: CEILING AMOUNT (based on children's program hours and number of home visits) $__________

Alberta
LEARNING

EARLY CHILDHOOD SERVICES

ECS PROGRAM UNIT FUNDING STATEMENT OF ACTUAL EXPENDITURES FOR SCHOOL JURISDICTIONS 2001-2002 SCHOOL YEAR

NAME OF SCHOOL JURISDICTION: ______________________________

- Complete only one summary of actual expenditures for all Program Units that you operate.
- School jurisdictions with approved Designated Special Education ECS programs should complete a form for each designated program.
- Final payment of Program Unit Funding will be based on the lesser of actual expenditures, approved budget amount, and ceiling amount.
- Guidelines for determining expenditures are found in the Funding Manual for School Authorities, Part 2, Section 2.5.

Contact Name: ______________________ Telephone No. ______________

CERTIFICATION

FUNDING CALCULATION:

i) Actual Expenditures $____________

ii) Approved Budgets Total $____________

iii) Funding Ceiling Total $____________

I certify that the information reported on this form is correct and that the above costs have not been claimed under any other program.

______________________________ ______________
(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE ONLY:

Allocation Approved $____________

APPROVED BY: ______________________________ ______________
(Signature of Expenditure Officer) **(Date)**

01AL2.5b **RETURN TO: SCHOOL FINANCE by SEPTEMBER 22**

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EARLY CHILDHOOD SERVICES

ECS PROGRAM UNIT FUNIDNG
STATEMENT OF ACTUAL EXPENDITURES
2001/2002 SCHOOL YEAR
FOR SCHOOL JURISDICTIONS

NAME OF SCHOOL JURISDICTION: ______________________________

	ACTUAL EXPENDITURES
INSTRUCTION	
Salaries and Wages	________
Employer's Portion of Fringe Benefits	________
Services Purchased	________
Supplies and Materials	________
PARENT INSERVICE/STAFF INSERVICE	________

TRANSPORTATION COSTS :

	Actual Cost (A)	Revenue (B)
To and From School	________	________
In-Home Visits	________	________
Other	________	________
TOTALS	________	________

NET Transportation Costs: (A) - (B) (if difference is negative, enter 0)	________
ADMINISTRATION COSTS (for designated ECS Operators only)	________
CAPITAL: FURNITURE AND EQUIPMENT - (ONLY capital equipment approved on a budget should be claimed. Please attach a breakdown of capital purchased indicating the child beside each.	________
TOTAL ECS PUF EXPENDITURES	$ ________

NOTE: Administration costs and Operation and Maintenance costs are now provided under Sections 2.9 and 2.10 respectively. Approved Designated Special Education ECS Programs may still claim these costs .

FOR DESIGNATED SPECIAL EDUCATION ECS PROGRAMS ONLY

Please indicate the number of ECS children enrolled on Sept. 30 for this program ________

Basic Instruction and Operation and Maintenance Funding for these children will be applied to the total program costs and the net costs will eligible for program unit funding.

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Name of School / Centre	Number Of PUF Children	Total of Approved Budget(s)	Total of Funding Ceilings
TOTALS			

FUNDING CEILING
Based on 800 hours of programming

NUMBER OF CHILDREN IN EACH PROGRAM UNIT	2001/2002 PROGRAM UNIT RATES
1	$ 20,864
2	$ 26,039
3	$ 31,214
4	$ 36,389
5	$ 41,564
6	$ 46,739
Each Additional Child	$ 5,175

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APPLICATION FORM
EARLY CHILDHOOD SERVICES
TRANSPORTATION

For the School Year: September 1, 2000 to August 31, 2001
TRANSPORTATION AS OF SEPTEMBER 30

INSTRUCTIONS:

Complete this form using:
- **(a)** the number of children with disabilities being transported.
- **(b)** the maximum number of program operation days.
- **(c)** the number of regular children being transported.
- **(d)** the number of planned in-home visits.

DATE PROGRAM BEGINS: ____________________ **DATE PROGRAM ENDS:** ____________________

1. Number of eligible transported ECS children transported by a school bus, public transit system, or parent. ____________________ **X $423 =** $ ____________

2. Number of children with disabilities requiring special transportation : ____________ **X** ____________________ **X $11.40 =** $ ____________
Program Operation Days

3. Total number of in-home visits for all ECS children. ____________________ **X $11.40 =** $ ____________

Number of children in-home visits are provided for: ____________

CERTIFICATION

I certify that to the best of my information and belief, the number of children transported, the number of in-home visits, and the program operation days is accurate.

____ ____________________
(Signature of Secretary-Treasurer) **(Date)**

____
(Private ECS Operator or Private School)

01AL2.6 **RETURN TO: SCHOOL FINANCE by November 30**

Current Process for Resolving Priority School Conflicts

1. Priority School Conflicts are identified in the January RACERS dataset.
2. All School Authorities have until May 31 to claim their student.
3. If one School Authority claims the student by returning the Turnaround report saying 'yes' and the other returns the report saying 'no', the conflict is resolved and payment will be processed at the time of the resolution.

Unresolved Conflicts:

4. If one School Authority claims the student by returning the Turnaround report saying 'yes' and the other **does not** return the report saying 'yes' or 'no' by the May 31 deadline, then the conflict is resolved by School Finance Branch after the May 31 deadline.
5. When at least two School Authorities claim the same student by submitting the Turnaround reports indicating 'yes', School Finance will review each claim (using the necessary back up that is sent in by all School Authorities involved) after the May 31 deadline and payments made in July or August depending on the amount of conflicts that need resolution and the prompt receipt of the appropriate student documentation from the School Authorities.
6. Currently claims can be submitted via paper or electronically through RACERS

Issues:

School Authorities who determine they are not eligible to receive funding for a student generally do not promptly return (if at all) the necessary form to School Finance indicating they are not eligible for funding. Thus the funding remains on hold until the deadline passes and the conflict can be resolved. Under the current deadline a School Authority waits up to 6 months for their funding for a student who is rightfully theirs. Many feel this is too long.

There is no prescribed deadline for the submission of the proper documentation (Attendance sheets and/or Instructional minutes) by the School Authorities for School Finance to review and render a decision, resulting in some claims going unresolved until after the summer break because no one is at the schools to provide this information in July and August.

Student head counts used in funding formulas (system administration, plant operation and maintenance etc.) do not include priority school conflict students outstanding. Thus jurisdictions have to wait until June or July to receive the peripheral funding for these students.

If the submission is by paper form, School Finance staff must re-enter the information into the system this is very time consuming.

Frozen Head count taken at May 31 each year does not include many outstanding priority school conflicts. Thus the Frozen Head count number is less precise than it should be.

New Process for Resolving Priority School Conflicts

1. Priority School Conflicts are identified in the January RACERS dataset.
2. All School Authorities have until March 31 **(new deadline)** to claim their student.
3. If one School Authority claims the student through RACERS by returning the Turnaround report saying 'yes' and the other returns the report saying 'no', the conflict is resolved and payment will be processed at the time of the resolution.

Unresolved Conflicts:

4. If one School Authority claims the student through RACERS by returning the Turnaround report saying 'yes' and the other **does not** return the report saying 'yes' or 'no' by the March 31 deadline, then the conflict is resolved by awarding the student to the School Authority that responded yes and payment will be processed in April.
5. When at least two School Authorities claim the same student by submitting through RACERS the Turnaround report and indicating 'yes'. **A prescribed deadline of May 15** will be invoked for the School Authority submission of the proper student documentation (Attendance sheets and/or Instructional minutes) needed for priority school conflict resolution. School Finance will review these documents after the May 15 deadline and determine funding therein. If only one of the School Authorities provides the necessary documentation by the May 15 deadline then that Authority will receive the student funding for the priority school conflict.
6. To aid in the above process when a School Authority is responding yes to a priority school conflict that involves a student in grades 10 – 12 it is recommended that the School Authority include the instructional minutes for that student at the time of responding to the priority school conflict

7. All claims must be done electronically through RACERS. Claims submitted via paper will no longer be accepted.

   Exception: Those Private ECS Operators and Private Schools who do not receive RACERS will be allowed to continue to submit via paper (All deadlines will be the same for everyone). A report will continue to be mailed out to these operators identifying any Priority School Conflicts involving their schools. The deadline for returning the forms to School Finance will be March 31.

8. School Authorities can appeal after the March 31 deadline by submitting a written request to School Finance Branch.

Note: If School Authorities send in their claims by the 30th of each month (electronically), the information will be updated in the following month's RACERS dataset.

Advantages:

School Authorities will not have to wait as long to receive funding (basic and peripheral) for students involved in priority school conflicts.

School Finance staff will not have to constantly request and follow-up with School Authorities to submit student documentation, since there will now be a deadline and School Authorities will be responsible for submitting their student information by the prescribed deadline.

Frozen Head count taken at May 31 each year will include the majority of priority school conflict students since most will have been resolved by May 31. Therefore a more precise Frozen Head count will result.

Most conflicts will be resolved at the end of March.
There may be fewer unresolved conflicts for School Finance to review, thus payments for these conflicts will be processed on a timelier basis.

Current Process for Claiming Distance Learning Courses (ADLC)

1. The School and/or School Jurisdiction registers a student for distance learning course from ADLC.
2. If the School Board pays for the distance learning course they complete a ADLC claim form in RACERS or prepare a paper copy form (94ED.01.03)
3. If a school completes Alberta Learning's ADLC claim form, they must submit to School Jurisdiction for final approval who in turns submits ADLC claim form to School Finance Branch.
4. The information contained on the ADLC claim form for a particular school jurisdiction is updated in School Finance's RACERS system and is stored in Credit Enrolment Tracking System (CETS).
5. The information resides in CETS waiting for the final course marks that will be submitted from ADLC via Edulink to the Course Mark Unit and eventually into CIDS.
6. Upon notification School Finance will pull the course marks from CIDS and update their CETS system.
7. At this time, the ADLC claim form residing in CETS and the final course mark is matched and verified.
8. On the next payment schedule date for school jurisdictions, CETS updates both the RACERS and SAFRS system with the final course mark.
9. On the monthly RACERS data set, School Jurisdictions and schools are able to view the funded versus non-funded ADLC courses.

Main Disadvantage of The Current Process

- School and/or school jurisdictions have to submit an ADLC claim form to Alberta Learning.
- If the submission is by paper form, School Finance staff has to re-enter the information into CETS.
- School and/or school jurisdictions have to reconcile with Alberta Learning to ensure that their claim is updated into Alberta Learning's information systems.
- Reconciliation problem between ADLC and Alberta Learning because students have different student ID numbers and different school year registrations

- Difficult to track ADLC courses, mainly due to the allowed two-year frame to complete a course.

New Process for Claiming Distance Learning Courses (ADLC)

1. The School and/or School Jurisdiction registers a student for distance learning course from ADLC.
2. When registering the School must identify that they are paying for the distance learning course
3. ADLC submits to School Finance Branch a list of registered students paid by school jurisdictions. School Finance will upload the registered students to the monthly RACERS database.
4. ADLC submits final course marks to the Course Mark Unit and eventually into CIDS.
5. School Finance branch will pull the course marks from CIDS and update their CETS system.
6. On the next payment schedule date, CETS updates both the RACERS and SAFRS system with the final course mark.
7. On the monthly RACERS data set, Schools and/or school jurisdictions will be able to view the funded ADLC courses.

Key Points

- School and/or school jurisdictions must continue to monitor the "Progress" reports from ADLC for accuracy and completeness. Note – ADLC will provide these reports on their web-site by September 1, 2001. They will no longer be e-mailed to the jurisdictions.
- Students are registered for only 1 year. If the student doesn't complete the course, the school must re-register the student.
- If the student completes the course in year 2, Alberta Learning will fund the course at the new grant rates.

Advantages

- School and/or school jurisdictions will no longer have to submit an ADLC claim form to Alberta Learning.

- Students are automatically updated into CETS and RACERS, no more data entry by School Finance Branch.
- Reconciliation of students will be easier as information is coming directly from ADLC.
- ADLC courses will be easier to track and reconcile, especially given the two-year time frame to complete a course.